

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A180003

Grants.gov Tracking#: GRANT12644221

OMB No. , Expiration Date:

Closing Date: Jun 13, 2018

PR/Award # P220A180003

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/05/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Washington

* b. Employer/Taxpayer Identification Number (EIN/TIN):

91-6001537

* c. Organizational DUNS:

0428035360000

d. Address:

* Street1:

University of Washington Office of Sponsored Programs

Street2:

4333 Brooklyn AVE NE

* City:

Seattle

County/Parish:

* State:

WA: Washington

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

98195-9472

e. Organizational Unit:

Department Name:

Foster School of Business

Division Name:

Global Business Center

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Carol

Middle Name:

* Last Name:

Rhodes

Suffix:

Title:

Director

Organizational Affiliation:

Office of Sponsored Programs

* Telephone Number:

206-543-4043

Fax Number:

* Email:

osp@uw.edu

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Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-051418-001

* Title:

Office of Postsecondary Education (OPE): Centers for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2018-1

Title:

Centers for International Business Education 84.220A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

University of Washington Center for International Business Education and Research (CIBER)
2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,426,010.00"/>
* b. Applicant	<input type="text" value="1,426,010.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,852,020.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Washington

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	137,671.00	141,801.00	146,055.00	150,437.00	0.00	575,964.00
2. Fringe Benefits	44,743.00	46,085.00	47,468.00	48,892.00	0.00	187,188.00
3. Travel	50,000.00	44,500.00	46,000.00	44,000.00	0.00	184,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,000.00	11,000.00	11,000.00	11,000.00	0.00	46,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	82,220.00	87,301.00	80,725.00	76,482.00	0.00	326,728.00
9. Total Direct Costs (lines 1-8)	327,634.00	330,687.00	331,248.00	330,811.00	0.00	1,320,380.00
10. Indirect Costs*	26,211.00	26,455.00	26,500.00	26,465.00	0.00	105,631.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	353,845.00	357,142.00	357,748.00	357,276.00	0.00	1,426,011.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 55.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P220A180003

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Washington	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	171,345.00	176,485.00	181,780.00	187,233.00	0.00	716,843.00
2. Fringe Benefits	53,410.00	55,013.00	56,663.00	58,363.00	0.00	223,449.00
3. Travel	47,379.00	43,689.00	42,554.00	37,715.00	0.00	171,337.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,500.00	12,500.00	12,500.00	12,500.00	0.00	50,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	43,000.00	43,000.00	37,750.00	35,000.00	0.00	158,750.00
9. Total Direct Costs (lines 1-8)	327,634.00	330,687.00	331,247.00	330,811.00	0.00	1,320,379.00
10. Indirect Costs	26,211.00	26,455.00	26,500.00	26,465.00	0.00	105,631.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	353,845.00	357,142.00	357,747.00	357,276.00	0.00	1,426,010.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Chrishalodebany C Jackson	Director, Office of Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Washington	06/05/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Washington, Office of Sponsored Programs"/> * Street 1 <input type="text" value="4333 Brooklyn Avenue NE, Box 359472"/> Street 2 <input type="text"/> * City <input type="text" value="Seattle"/> State <input type="text" value="WA: Washington"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Chrishalodebany C Jackson"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Carol"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Rhodes"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Office of Sponsored Programs"/> Telephone No.: <input type="text" value="206-543-4043"/> Date: <input type="text" value="06/05/2018"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-GEPA427StatementUniversityofWA.pdf

Add Attachment

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SECTION 427 OF GEPA

UW CIBER continually works to ensure that all potential program beneficiaries including students, staff, and faculty have equal access to its programs and offerings. Through a combined effort of University initiatives, Foster School of Business initiatives, and our own initiatives, UW CIBER provides a comprehensive approach to reach out to and include a diverse group of program beneficiaries.

UW Initiatives

The UW has a strong and longstanding commitment to diversity and equity. Building on this, in 2010, The Diversity Council released a four-year Diversity Blueprint focused primarily on issues of student experiences. Many of the priorities laid out in that document were met or exceeded, including the implementation of a diversity course requirement for all undergraduates. Increases in admission and graduation of underrepresented minority (URM) students were also obtained.

The Diversity Council, composed of faculty, staff, and students and chaired by Rickey Hall, Vice President for the Office of Minority Affairs and Diversity and Chief Diversity Officer with Dr. Chadwick Allen, Associate Vice Provost for Faculty Advancement has released the next Blueprint for 2017-2021 which builds on successes for students, identifies work still to be done and further articulates the path forward focused on assessment and planning for academic units.

To support the Blueprint's strategic goals, and in response to events on campus, in the Seattle community, the country, and the world, UW President Ana Mari Cauce launched the Race and Equity Initiative (REI). The underlying principle of the REI is that,

In order to support and sustain diversity and equity at the UW, as well as in the local, regional and global communities we serve, we must directly confront bias and racism at the individual, institutional and systemic levels.

The Diversity Council and REI support programs across the UW, largely housed in the UW Office of Minority Affairs and Diversity. For students, programs like Graduate Opportunities and Minority Achievement (GOMAP) and targeted recruiting and retention efforts aimed at URM undergraduate and graduate students help to drive the UW to meet the goals of the Blueprint. Similarly, for faculty, with the leadership of Dr. Allen, the UW is providing professional development for faculty and administration on areas related to inclusiveness and cultural responsiveness such as teaching institutes and recruiting toolkits. The UW is focused on creating an environment which attracts and retains a diverse faculty.

In addition to the activities noted above, the UW has a staff employment policy of equal opportunity regardless of race, color, creed, religion, national origin, gender, sexual identity, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. Specific employment outreach activities include: 1) monthly meetings with the 600 on-campus faculty and staff members of diversity affinity groups to review and promote job openings to them and their networks, 2) annual participation in city-wide diversity career fairs, 3) postings to diversity listservs, 4) ad hoc events with diversity professional organizations to encourage applications, and 5) advertising in magazines, such as ColorsNW, targeted at underrepresented groups.

Foster School of Business Initiatives

The Foster School believes that diversity is a cornerstone of successful business and exceptional education. The Foster Diversity Committee exists to examine diversity, equity and inclusion across the School and to implement priority efforts to improve in these areas. This committee recommended the hire of an Associate Director for Diversity & Inclusion for MBA Programs who now sits on the committee along with the other staff, faculty and students.

For faculty and staff, the Foster School aligns with and implements the UW goals and strategies to increase diversity in its ranks. The Foster Diversity Committee also offers Town Hall meetings and trainings such as PWC's Blind Spot bias training and follow up resources specific to Foster faculty and staff.

Engagement between Foster and URM students begins before students arrive on campus. The Undergraduate Diversity Services (UDS) team works on various outreach initiatives that begin at the high school level. Through programs such as Young Executives of Color (YEOC) for high school students and Alliances for Learning and Vision for Underrepresented Americans (ALVA) for incoming freshmen, the UDS team mentors and prepares students for future admission to the Foster School or other top higher education institutions nationally. The UW CIBER is also a partner for many of these programs bringing global business education and training into these pipeline programs.

The new Associate Director for Diversity & Inclusion for MBA Programs works with prospective and enrolled students in the day and evening MBA programs as well as the one-year Masters of Science programs. She instituted the FOSTERing MBA Access biannual events to increase awareness of and access to MBA-level education in URM communities. These two-day events bring prospective students to the Foster School to experience the MBA program and encourage them to consider furthering their education.

UW CIBER Initiatives

UW CIBER supports all the UW and Foster School initiatives and programs for increasing diversity and inclusion. For example, UW CIBER collaborates with YEOC on the International Business session for high school students. Need-based study abroad scholarships are also a focus and are brought to URM students' attention through the partnership with UDS to increase access

for URM students to global experiential learning and study abroad. UW CIBER has also been a partner in welcoming prospective graduate students to the UW since the start of the FOSTERing MBA Access program. With regards to staff, the UW CIBER Director regularly communicates about openings with the Foster School's Associate Directors of Diversity as well as the Director of the Consulting and Business Development Center, which serves minority- and women-owned businesses in our region.

Overcoming barriers in program design

In designing our campus programs for both on and off campus communities, we take into consideration accessibility for all audiences. For participants with disabilities, our campus programs are housed in ADA-accessible facilities. For further needs, we accommodate specific requests including priority seating and providing a sign language interpreter. As an international education organization, UW CIBER is comfortable dealing with international audiences and making provisions for language barriers and cultural differences. Among our various events, we host high school programs that serve students in schools with culturally diverse populations. We ensure that our programs are accessible to all students including English Language Learners.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Washington

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Debra		Glassman	

Address:

Street1:	University of Washington Global Business Center
Street2:	Mackenzie Hall 137, Box 353200
City:	Seattle
County:	King
State:	WA: Washington
Zip Code:	98195-3200
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206-685-3433	

Email Address:

dg2854@uw.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

University of Washington Center for International Business Education & Research
2018-2022 Grant Proposal Project Abstract
Project Director/Principal Investigator: Dr. Debra Glassman, dg2854@uw.edu, 206-543-8738

The University of Washington CIBER at the Michael G. Foster School of Business proposes 31 new programs for 2018-2022. The proposed programs meet the purposes of the authorizing statute by helping current and future business leaders expand their understanding of key global markets and issues. They address the Competitive Preference Priorities by promoting employment for students of international business and by partnering with community colleges and minority-serving institutions.

The programs focus on three theme areas: (1) Asia-Pacific trade networks, (2) the digital economy, and (3) multidisciplinary skills for successful careers. These themes have national impact and also serve the needs of business communities across the Pacific Northwest.

We focus on Asia-Pacific trade because many of the world's fastest growing markets are in this region and because these are markets where language skills and area studies knowledge are particularly important. Given our region's dependence on trade, it is also crucial to understand the ongoing changes in international trade agreements and trade relations. One program highlight is the China Town Hall, an annual event that will engage the business community, faculty, and students in a national conversation about issues in the US-China relationship.

The digital economy theme recognizes the importance of digital technologies to the national economy and the innovations contributed by businesses in our region. The future competitiveness of the US economy and the jobs of the future depend on being at the forefront of innovation in fields such as e-commerce, cloud computing, artificial intelligence, and data analytics. Global Tech Talks headline the programming under this theme. By engaging business and academic thought leaders from our region's robust tech sector, we can share best practices and knowledge nationally.

We have extensive experience in delivering applied learning opportunities, such as short and long term study abroad, competitions, internships, and student consulting projects. We are excited about taking these programs to the next level through multidisciplinary collaborations that give students the tools to tackle complex global challenges. For example, the Global Health Business Case Competition will require competing teams to include both business and non-business majors. This will both generate business solutions for global health challenges and also providing training that will increase the career-readiness of graduates.

We are enthusiastic about these and other innovative programs that we are proposing. We are also motivated by the expanded impact we can have through partnering with community colleges and minority-serving institutions; regional higher education institutions; businesses and business organizations; governments; and UW departments and colleges. We are committed to delivering outstanding global business programming, and we will measure the outcomes with an evaluation plan that quantifies impacts in the areas of research, curriculum development, skills acquisition, global mindset, and placement of graduates.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

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UW CIBER Proposal Acronyms List

Section(s)	Acronym	Spelled Out
1,3,7	AACSB	Association to Advance Collegiate Schools of Business
3,8	AIB-West	Academy of International Business West Chapter
Supp	AOF	Academy of Finance
2	BEA	Bureau of Economic Analysis
1,5	BISNET	Business International Studies Network
1,6	CBDC	Consulting and Business Development Center
1,5,6,8	CC	Community College
ALL	CIBER	Center for International Business Education and Research
7	CIPP	Context, Input, Process, Product Evaluations
1,5,6	CISB	Certificate of International Studies in Business
1,2,5	COIL	Collaborative Online International Learning
1,8	CPP	Competitive Preference Priority
1	CWES	Center for West European Studies
1,5	DGH	Department of Global Health
3	EEA	European Economic Area
1,3,5	EU	European Union
1	GBCC	Global Business Case Competition
1,5	GBLI	Global Business Law Institute
2	GDP	Gross Domestic Product
1,2,5,7	GHBC	Global Health Business Case Competition
1,3,5	GIX	Global Innovation Exchange
7	GPRA	Government Performance Results Act
1	IFRS	International Financial Reporting Standards
1	IP	Invitational Priority
7	IRIS	International Resource Information System
3	JFQA	Journal of Financial and Quantitative Analysis
Supp	JSIS	Jackson School for International Studies
1,5,6,8	MSI	Minority Serving Institutions
2	NACE	National Association of Colleges and Employers
5	NAFSA	Association of International Educators
1,2	NAFTA	North American Free Trade Agreement
2	NGO	Non-governmental Organization
1,3,4	NIBEN	Northwest International Business Educators Network
1,6,8	NRC	National Resource Center
1,8	NSC	North Seattle College
1	NW	Northwest
1,6,7,8	NWIC	Northwest Indian College

UW CIBER Proposal Acronyms List

Section	Acronym	Spelled Out
Supp	OEA	Office of Educational Assessment
7	PM	Performance Measure
3,7	PMF	Performance Measure Forms
1,2	PNW	Pacific Northwest
1	UN	United Nations
2	USTC	University of Science and Technology China
All	UW	University of Washington
1	WEOT	Washington Export Outreach Team
3	WTO	World Trade Organization
Supp	YEOC	Young Executives of Color

SECTION 1: MEETING THE PURPOSE OF THE AUTHORIZING STATUTE

The purpose of the authorizing statute in 2018-2022

The purpose of Title VI of the Higher Education Act, Part B, Section 611 (b), is to:

Increase and promote the Nation's capacity for international understanding and economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development; and to promote institutional and non-institutional educational and training activities that will contribute to the ability of US business to prosper in an international economy.

What is “suitable international education and training” today? It recognizes the increasing complexity of global enterprises and global issues, and it provides the global knowledge and global experiences that prepare graduates to contribute to the success of the enterprises they join.

When the CIBER program was created in 1988, contributing to “the ability of US business to prosper in an international economy” primarily meant helping US firms take their first steps into foreign markets. By the 2014-2018 grant cycle, the prosperity of US businesses required managing complex relationships, such as global supply chains, with a wide range of developed and emerging markets. Today, two major forces of change are again altering the meaning of promoting “the ability of US business to prosper.” First, advances in digital technology are creating new industries and altering workforce requirements. Second, changes are occurring in the decades-old system of multilateral trade rules and regional trade arrangements.

Housed in the Foster School of Business at the University of Washington (UW), UW CIBER has a 27-year history of offering high quality programs that continually evolve to provide the education and training that is suitable for the times. Our core competencies lie in 1) our ability to deliver innovative global business experiences to students, 2) our multidisciplinary partnerships across campus, and 3) our long-term relationships with the iconic global companies of the Pacific Northwest region (PNW).

This proposal addresses how UW CIBER will contribute to the success of businesses in the

nation and the PNW. We have chosen to focus UW CIBER's new initiatives for the 2018-2022 grant cycle around three themes:

1. Asia-Pacific trade networks
2. The digital economy
3. Multidisciplinary skills for successful careers

The first two themes address the forces of change identified above. The third theme focuses on preparing students and businesses for the complexity of global business today.

Section 612 of the Higher Education Act outlines the *areas of research, education, and training in international business and trade competitiveness* for CIBER programs. There are six general and special categories of activities, which we refer to henceforth as the grant mandates. In this section, we first outline the relevance of the authorizing statute to the PNW region. Next, we describe the strengths of the UW and the Foster School that qualify us to offer international business research and training to the region and the nation. Then we describe our proposed programs and relate them to the grant mandates. In section 2 of this proposal, we detail the national and regional significance of the themes and the associated measurable outcomes. Throughout the narrative and in Section 8, we describe initiatives that address the Competitive Preference and Invitational Priorities (see Supplement 10).

Interpreting the purpose of the authorizing statute for the Pacific Northwest

The PNW, which includes the states of Washington, Oregon, Idaho, Montana, and Alaska, is both dynamic and diverse, and the firms here contribute to national as well as regional prosperity. For 2016-17, Bloomberg ranked Idaho #1, Washington #2 and Oregon #7 in its national economic health index. The region is home to technology businesses such as Microsoft, Amazon, Micron Technology and Expedia; global manufacturers such as Boeing, Nike, and PACCAR; and consumer businesses like Nordstrom, Costco and Nintendo. It is also home to thousands of suppliers to these global giants, along with a myriad of start-ups. Many of these

firms are represented on our advisory boards (see Supplement 1), as they rely on UW CIBER to provide suitable education and training. Firms like these actively recruit graduates from the Foster School and the UW. In the words of one of our advisory board members,

One of the key success points is the employment of graduating students. I think you cannot overstate how effective the Foster School is in this regard.

International trade is critically important to our region. With nearly 40% of jobs dependent on trade, Washington is one of the most trade-dependent states in the country.¹ PNW businesses not only export goods and services but also provide the supporting network of logistics and transportation. The PNW is a nexus for international trade in the Asia-Pacific region² due to both its location and its globally-oriented businesses. Being equidistant by air from Asia and Europe, the PNW connects Asian trade partners to the rest of the world. Our seaports are a key link in east-west trade; in 2017, the Ports of Seattle and Tacoma comprised the 4th-largest container gateway in North America. Our proximity to western Canada gives us a role in north-south NAFTA trade. Global firms based in the PNW have driven development of global supply chains; examples include Boeing, PACCAR, Amazon, and Starbucks. Thus, it is not just trade, but trade networks, that are important to the PNW.

The digital economy theme recognizes how technology is rapidly transforming the global economy which, in turn, is changing how businesses are structured; how firms interact; and how consumers obtain services, information, and goods. PNW firms are contributing to the digital economy in e-commerce, cloud computing, artificial intelligence, virtual reality, autonomous vehicles, and the internet of things. The state of Washington ranks 3rd and Oregon ranks 10th in

¹ <https://www.seattletradealliance.com/economy/about-greater-seattle>

² For the purposes of this proposal, we define Asia-Pacific to include the continent of Asia plus the countries of the Pacific Rim.

WalletHub's ranking of the most innovative states³.

Globalization has generated many complex, cross-border problems whose solutions necessarily draw on multiple academic fields. For example, in the area of life science innovation, knowledge of both business strategy and health science is required. This is reflected in the work of the Bill and Melinda Gates Foundation, the world's largest nonprofit, which anchors a cluster of global health businesses and organizations. To illustrate, in their 2018 Annual Letter, Bill and Melinda Gates wrote about the multidisciplinary approach necessary to address disease in the developing world:

Take the example of developing new diagnostics, drugs, and vaccines for diseases of poverty. The basic science that underlies product development happens at research centers and universities. But when the goal is to build upon basic science, translate it into products that save lives, get those products tested and approved, and then manufacture those products, biotechnology and pharmaceutical companies have the vast majority of the necessary expertise.

Rapid technology changes and emerging global challenges will require international business education and training not only for students, but also for personnel at multiple stages of professional development. This is why we propose many programs for both student and business community audiences. It is also why we propose programs for startups and small businesses, as well as established global firms.

Strengths of the University of Washington and the Foster School

We are fortunate to be able to draw on the vast intellectual resources of the UW in languages and area studies and in professional fields such as health sciences, law, public affairs, and engineering. These are the building blocks for our multidisciplinary partnerships. Our multidisciplinary theme is consistent with the mindset of the UW. As UW President Ana Mari Cauce said in September 2017:

We urgently need boldness to meet the global challenges before us. No one discipline or

³ wallethub.com, March 21, 2018.

sector will have all the answers or tools for addressing them. And, in the same vein, we need leaders whose vision for a better world is matched by a skillset that cuts across the boundaries of research, practical application and entrepreneurship.

The local presence of the Gates Foundation has supported growth in UW programs in global health, including the Department of Global Health and the Institute for Health Metrics and Evaluation. Many organizations look to UW graduates for skills in multiple disciplines.

Similarly, solutions to cybersecurity challenges will be found at the multidisciplinary intersection of business, technology, law, and policy. The UW Cybersecurity Initiative, housed in the Jackson School of International Studies, brings together experts in communications, computer science, engineering, international affairs, business, the military, and public policy to tackle global security challenges.

UW offers instruction in 56 languages and enhances language learning through interactive digital multimedia resources in its Language Learning Center. In addition to CIBER, UW is home to eight Title VI National Resource Centers (NRCs) housed in the Jackson School of International Studies. We regularly partner with the NRCs on community outreach and programming. The UW Office of Global Affairs, led by Vice Provost Jeffrey Riedinger, takes an active role in supporting cross-campus and global collaborations.

The UW is the major research university in the PNW and one of the few universities in the US with total research funding of over one billion dollars. The university's national and international reputation is reflected in its rankings. The UW is #10 in the 2017 *US News & World Report's* Best Global Universities rankings (2nd among US public institutions). In September 2017, Reuters released its list of *The World's Most Innovative Universities*, which do the most to invent new technologies and help drive the global economy; the UW is #7 worldwide and #1 among US public institutions.

When we work with UW partners, we are working with colleagues at the forefront of their fields. In the *US News & World Report* 2018 graduate school rankings, UW programs in the top ten nationally include the School of Medicine, the School of Public Health, the Evans School of Public Affairs, Computer Science and Computer Engineering, and the Information School.

There are additional metrics that demonstrate the global focus of our university. The UW is #2 among large US universities in providing Peace Corps volunteers and #2 in the country in producing Fulbright scholars. The UW ranks 16th in the US in awarding credit for study abroad, and it is 14th among institutions hosting international students.

UW is engaged in many innovative regional, national and international partnerships. Here are two examples that illustrate collaborations that span disciplines and cross borders:

- The Global Innovation Exchange (GIX) is a partnership between UW and major research universities around the world. GIX offers project-based learning in which students and industry professionals address global challenges in areas such as health and sustainability.
- The Department of Global Health (DGH) was established in 2007 through a gift from the Bill & Melinda Gates Foundation. DGH engages over 300 faculty members from 39 UW departments and conducts projects in over 130 countries.

The Foster School is also a research and teaching powerhouse. *Businessweek* (2017) ranked the Foster School MBA program #15 nationally (#3 among public schools), and the part-time (evening) MBA program was ranked 13th. Notably, the Foster School is #1 in the country for MBA job placement; 98% of MBAs were placed within 3 months of graduation.

The Foster School is innovative. For example, the new Master in Supply Chain Management is a springboard for developing supply-chain-focused programming, like the recent study tour that visited Costco's supply chain in Hong Kong and Vietnam. In response to digital economy

workforce needs, the Foster School offers quarterly workshops for undergraduate and MBA students to acquire in-demand tech skills such as data visualization and data management.

The Foster School also collaborates extensively. The school has four joint MBA-MA degree programs with the Jackson School of International Studies (listed in Supplement 13) and 35 exchange and study abroad partnerships with peer institutions around the world (listed in Supplement 14). Recently the Foster School partnered with the University of Science and Technology in China to launch the Institute for Global Business and Finance Innovation, providing undergraduate, MBA, and doctoral education, along with “research that contributes to business and finance theory and solves emerging business challenges in the big data era.”

The Foster School has a highly effective MBA Career Center with active employer advisory boards, including one based in Asia that has helped MBA students to secure internships in Asia at firms like Google, Nike, and L'Oréal. Foster's undergraduate Career Services Center serves over 1800 students yearly. Both career centers actively collaborate with professional associations and businesses on activities to promote employment, such as career fairs and mentoring events. In 2017, more than 1400 on-campus interviews took place, resulting in placement at more than 200 companies. Supplements 10 and 15 provide additional details.

Addressing the mandates in the authorizing statute

In the remainder of this section, we describe a set of new initiatives that will meet the purposes of the authorizing statute. They build on the strengths of the University and the region, and they draw on the deep experience of UW CIBER in delivering outstanding global business education. Our initiatives reflect our commitment to serving our region's business by developing globally-aware and career-ready workers.

As an established CIBER, we have a portfolio of successful existing programs, which we refer to as “foundational programs.” (See Supplement 12 for descriptions of all these programs).

These activities are also foundational in the sense that they provide the basis for new initiatives.

Here are four examples:

- The **Certificate of International Studies in Business (CISB)** has been a flagship undergraduate program since 1992. Each year, over 100 students combine their business education with language and area studies, including a required overseas experience. Over 800 CISB alums work in firms across the nation and around the world. CISB has been a base for launching a variety of innovative business language initiatives and strategy projects.
- Study abroad offerings at the Foster School began with traditional semester-long exchange programs, but the menu has greatly expanded. Study abroad programs now include a variety of shorter-term and faculty-led programs, many with a more specific focus (e.g., accounting, Asian capital markets, Chinese entrepreneurship).
- The **Global Business Case Competition (GBCC)** is a premier undergraduate event that has hosted hundreds of competitors from 123 different universities, representing 53 different countries. See Supplement 16 for a list of all the universities that have participated in our global competitions to date. Over the 20-year history of GBCC, we have developed expertise in running case competitions. The new **Global Health Business Case Competition (GHBCC)** (see below) is based on that experience.
- The **Northwest International Business Educators Network (NIBEN)** serves as a significant regional resource by increasing knowledge and skills of international business faculty, including over 500 individuals from more than 50 institutions in the PNW. We engage NIBEN faculty in new regional initiatives and also award professional development, research, and curriculum grants.

In the new grant cycle, we will build on our foundational programs by introducing 31 new

initiatives, which are organized below by grant mandate. Following each initiative title, we note whether they address the Competitive Preference Priorities (CPP1, CPP2) and/or the Invitational Priority (IP). Supplement 8 presents an overview of programs as they relate to the grant mandates. Supplement 9 shows the primary and secondary mandates each program serves, Supplement 10 summarizes the programs that address the competitive and invitational priorities, and Supplement 11 relates them to the mandatory and permissible activities.

Mandate #1 – Be a national resource for the teaching of improved business techniques, strategies and methodologies that emphasize the international context in which business is transacted

1. National CIBER Export and Workforce Development Initiative. The National CIBER Export and Workforce Development Initiative will bring together the export promotion and job creation activities of the entire CIBER network to maximize national impact. This network currently delivers more than 50 export promotion programs annually and is planning many new activities for the next grant cycle. Combining our efforts will create synergies through shared best practices and partnerships with larger organizations such as the US Department of Commerce. One of UW CIBER's contributions to the Initiative will be the Ascend 2020 program, which focuses on growth strategies for minority/women/veteran-owned businesses. JPMorgan Chase Foundation and UW's Consulting and Business Development Center (CBDC) have partnered on Ascend 2020 to grow inner-city businesses in six cities and regions across the US. In the next phase of this program, UW CIBER will add an export focus by offering training, the help of student consulting teams, and customer acquisition grants. The export training component could be scaled nationally with the help of the CIBER network.

2. MSI and CC Consortium. (CPP2) At least nine major research universities will form a consortium to infuse international business into the curricula of Minority-Serving Institutions

(MSIs) and Community Colleges (CCs) nationally. This consortium will support a progression of internationalization activities designed to meet the needs of faculty and students from MSI/CCs, such as internships, case competitions, study/professional development abroad, national-level faculty development, international business course development, and research. One specific program UW CIBER will lead is a national MSI/CC case competition, with the case written by a faculty member from an MSI or CC. This will leverage our case competition expertise.

3. Arctic Renewable Energies Conference. Business opportunities in the Arctic Region are growing. The eight Arctic states (Canada, Denmark, Finland, Iceland, Norway, the Russian Federation, Sweden, US) and six Indigenous peoples' organizations that make up the Arctic Council are focused on sustainable development. The Canadian Studies Center and UW CIBER will collaborate on the annual **Arctic Renewable Energies Conference**. The conference will focus on themes such as rural small business development and clean energy to foster connections that will lead to investment and economic growth.

4. Global Tech Talks. This program borrows the popular TED Talk format and builds on their mission of “ideas worth spreading.” UW CIBER will create video talks highlighting emerging global business issues related to the digital economy. The video series will feature speakers from both the business community and our faculty addressing topics such as the adoption of cloud computing in banking, regulation of cryptocurrencies, and the dark side of big data marketing. Videos will be shared nationally through the CIBER network and regionally through NIBEN.

5. China Town Hall. China Town Hall provides Americans the opportunity to participate in a national conversation about the US-China relationship. In 2017, the 11th annual China Town Hall took place at over 80 venues in 40 states and featured Ambassador Susan Rice, former national security advisor and US ambassador to the UN, as the national webcast speaker. The webcast

was accompanied by presentations from local experts at each venue. Beginning in 2018, UW CIBER and the UW East Asia Center will host the event in Seattle, inviting participation from faculty, students, and community members at the University of Oregon, the University of Montana, Boise State University and Washington State University.

6. Asian Studies Fellows Program. (CPP2) To broaden Asia-focused offerings at higher education institutions nationally, the **Asian Studies Fellows Program** will provide funding for course development, professional development, and international travel to faculty from any discipline and any institution – including MSIs and CCs. The relationship with selected fellows will build over time: e.g., professional development funding one year, course development funding the next. The program will be supported by UW CIBER, along with the UW East, South and Southeast Asia Centers, and the Center for Global Studies.

Mandate #2 – Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners

1. Critical Language Fellows. (IP) This program aims to expand the number of business students studying critical foreign languages (as defined in Supplement 17). The Critical Language Fellows will receive financial support, including study abroad scholarships, and also will be matched with business mentors. For example, a student studying Arabic may receive a scholarship to participate in our Morocco Exploration Seminar and also be connected with a mentor like Foster School alumnus Frank Pet, Microsoft’s former Middle East lead.

2. Language and Culture Essentials. (IP) UW CIBER supports close to 400 students studying abroad each year. This new initiative will expand the pre-departure preparation for our study abroad participants. Business language and area studies faculty from UW NRCs and language departments will introduce students to the language and culture of their destination country prior

to departure. For example, in a recent pilot project, we added an introduction to Bahasa to the preparation for an MBA study tour to Indonesia.

3. Business Language Abroad. (IP) Business language learning in an international setting is an effective way to bring the content alive. In this initiative, language learning will take place overseas and be combined with experiential learning, including company visits, live cases and projects. UW CIBER will partner with the Chinese and Spanish Language Departments to launch two new programs. In the *Intensive Chinese Abroad: Applied Language Program*, students will take intensive Mandarin and visit businesses to apply their language skills. For example, after a series of sessions focused on entrepreneurship in China, the group will visit Beijing's startup neighborhood of "garage cafes," where students will use their business vocabulary while conversing with local entrepreneurs. The *Business and Cultural Dynamics in Spain* program is geared towards International Business, International Studies, and Spanish Majors. The program incorporates career-connected learning through company visits and presentations in Madrid and hands-on projects for a winery in Valladolid.

4. Chinese for Professional Purposes: An Advanced Course Series. (IP) There is a national demand for high quality, advanced Chinese business language courses and teaching materials. In this new initiative, UW CIBER will partner with Dr. Chan Lu of the Asian Languages and Literature Department to design and disseminate new business Chinese course materials. This project will 1) create a revised Advanced Chinese course (4th-year) focused on advanced language skills for professional fields, 2) create a website to distribute course materials, and 3) support participation in professional conferences to share best practices in applied language learning. Longer-term goals include the development of 5th-year Chinese and the publication of the *Chinese for Professional Purposes* course package.

5. Model EU. The Model EU is an annual competition in the form of a two-day simulated negotiation on an EU topic. Since 2010, nearly 600 students from over a dozen US colleges and universities have participated in the Model EU program run by the UW Center for West European Studies (CWES). UW CIBER will partner with CWES to expand the reach of this program to community colleges and smaller four-year institutions. For example, in 2018, a free, online Model EU Preparatory Course is being developed.

Mandate #3 – Provide research and training in the international aspects of trade, commerce, and other fields of study

1. Global Innovation Exchange (GIX) Team Research. Launched in 2015, the GIX brings together major research universities, including UW and Tsinghua University, and innovative corporations like Microsoft to develop leaders in innovation. GIX is unique because it is both multidisciplinary and multicultural. Students with backgrounds in business, computer science, and engineering, come from around the world to work on projects in teams. UW CIBER will support a new research initiative in partnership with our Center for Leadership and Strategic Thinking. This research project will study GIX team formation, processes and outcomes. The project will fill gaps in the research on cross-cultural teams and make a significant contribution to the literature on team diversity.

2. Collaborative Online International Learning (COIL) Grants. (CPP2) Working on cross-cultural and virtual teams is increasingly common in today's global workplace. The **COIL Grants** will be offered to both four-year and community college faculty to develop joint, online courses with faculty in other countries. A sample project is a North Seattle College course that incorporates virtual teaming with partner schools in Malaysia and Australia.

3. Managing the Global Workforce Course. The ability to manage a geographically and culturally diverse workforce is becoming a determining factor in corporate success. This new

Foster School course will provide students with a working knowledge of cross-cultural management and the experience of a hands-on virtual project.

4. Global Awareness Survey. The Ohio State University CIBER is developing a new kind of global skills survey. While many surveys assess intercultural skills, the **Global Awareness Survey** assesses global business knowledge. The data collected will provide a vital complement to existing assessments, particularly from the perspective of AACSB accreditation and recruiters. UW CIBER is participating in the data collection for this project. We will initially administer the survey to the 100 undergraduates in our **Certificate of International Studies in Business** program and to MBA study tour participants. We will incorporate the survey feedback into our evaluation of both programs. Once the survey is refined, it has the potential to become a national tool for business students, schools, and recruiters.

5. International Business Compliance Course. Corporate regulatory compliance is a standard topic in law schools and an increasingly important topic for business. However, few compliance courses are global in scope. Housed in the Law School, the **International Business Compliance Course** addresses international topics in areas such as anti-corruption, cybersecurity and tax compliance. The course will be cross-listed with business and international studies, giving students an opportunity to work in teams composed of individuals with backgrounds in business, law, and policy. The course will be offered for the first time in 2018-19.

Mandate #4 – Provide training to students enrolled in the institution in which the center is located

1. Global Careers Accelerator. (CPP1) In partnership with Foster Undergraduate Career Services, UW CIBER will launch a multi-faceted, career-focused program to prepare undergraduate students to successfully navigate job opportunities in the global economy. The program begins with a new course, *Preparing for International Careers*, that includes speaker

panels and participation in a globally-focused career fair. A unique component of the program is a new study tour focused on global careers, with activities including company visits and informational interviews. The first tour will take place in March 2019. Finally, the Accelerator will offer workshops for students who have studied or interned abroad. The workshops will help them reflect on and leverage their international experiences in their job search and careers.

2. Global Startup Series. (CPP1) The UW Buerk Center for Entrepreneurship has run business plan competitions for 20 years and has concluded that most student entrepreneurs need greater understanding of how to think about global expansion. UW CIBER will partner with the Buerk Center to present a series of workshops on global basics for startups, with topics such as market intelligence, competitor analysis, and global supply chains. Students will also learn about the resources of the Washington Export Outreach Team to help them “go global.”

3. MBA Global Mindset Initiative. Increasingly, we hear from employers that they want to hire graduates who possess a global mindset, defined as “one that combines an openness to and awareness of diversity across cultures and markets with a propensity and ability to see common patterns across countries and markets.”⁴ We plan to infuse global mindset training throughout the MBA program. The process will begin with a required intensive workshop during the pre-MBA professional development training. It will continue during the MBA program with skills workshops, virtual networking with alumni abroad, roundtables with global business executives, and elective study abroad experiences. We will use the Global Mindset Inventory developed by Thunderbird to measure student progress.

4. Undergraduate Global Perspective Requirement. Currently, the only global requirement for Foster School undergraduate students is the introductory course *International Business 300: Global Business Perspectives*. We believe that all students should also have an applied global

⁴ *Financial Times Lexicon*

learning experience. UW CIBER will work on instituting this requirement and offering a menu of experiential learning experiences, such as global business consulting projects, to fulfill it. The more robust requirement will mean that all Foster School undergraduates will be able to develop the global competencies needed by today's employers.

5. Global Health Business Case Competition (GHBCC). GHBCC builds on the traditional business school case competition model with two differences: the business problems are focused on global health issues, and the teams bring together students from multiple disciplines, including business, engineering, and health sciences. Organized in partnership with the UW Department of Global Health, the competition will be open to both undergraduate and graduate students across all majors. In a 2018 pilot of GHBCC, 20 student teams presented to judges from the business and global health communities. The competition simulates future workplace settings that require multidisciplinary collaboration.

6. International Accounting Initiative. Accounting firms are increasingly recruiting students with global experience, but the lockstep nature of the accounting curriculum makes it difficult for accounting students to get that experience by studying abroad. The **International Accounting Initiative** creates two study abroad opportunities specifically for undergraduate accounting majors. The first opportunity is a new course on *Analyzing International Financial Statements* which will be taught in Italy starting in fall 2018. Developed by Associate Professor of Accounting, D. Shores, the course introduces students to IFRS accounting standards and includes meetings with top accounting firms such as Deloitte and EY. The second program is a study tour to India. Accountants in India have now taken over much of the work that first and second year accountants in the US would have done just 10 years ago. The India Accounting

Study Tour will explore the issue of managing offshore work through visits to the big four accounting firms' service centers in India.

Mandate #5 – Serve as a regional resource to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses

- 1. Export Readiness Programs. (CPP1)** These programs are designed to meet the export training needs of small businesses throughout Washington State through two partnerships. The first is with the Washington Export Outreach Team (WEOT), a coalition of federal, state, and local export promotion entities. UW CIBER will support WEOT statewide seminars, such as *Export 101* and *Grow Your Business Internationally*. The second partnership is with the UW Consulting and Business Development Center (CBDC), whose *Business Certificate* and *Business Growth Collaborative Programs* have served small businesses in more than 20 cities across Washington for years. UW CIBER will expand the export components of the CBDC curriculum.
- 2. Taiwan Business Conference.** Taiwan is the 12th largest destination for US exports and Washington State's 4th largest export market in Asia. In partnership with the recently-launched UW Taiwan Studies Program, the Taipei Economic and Cultural Office in Seattle, and the Washington Export Outreach Team, we will host a conference to identify market opportunities in Taiwan. Industry, academic, and government experts will discuss the patterns of trade growth and innovation trends. For potential speakers, we can draw on the Washington state operations of leading Taiwan manufacturers and the over 1200 members of the UW alumni chapter in Taiwan.
- 3. Cloud Computing Global Expansion Projects. (CPP1)** Cloud computing is changing the global business landscape, as in-house IT infrastructure is replaced by third-party platforms offering computing power, database storage, and content delivery through the internet. Through a new partnership with a leading PNW technology firm, our students will gain hands-on

experience in this industry by working on global expansion plans for the company. The partnership will last for two years, with student teams analyzing different markets each term.

4. Global Business Law Institute Partnership. UW CIBER has a new partnership with the Global Business Law Institute (GBLI), housed in the UW School of Law. The Institute will offer a variety of programs for students and the business community. Previous GBLI events have addressed international taxation and international trade agreements. Programs planned for this grant cycle include the Global Business, Law & Policy Speaker Series for the business community and the India Trade and Transactions Forum. A high-profile event on the role of law in global business decision-making is planned for Spring 2019; leading scholars and practitioners will look at how technological innovation is affecting law and business.

Mandate #6 – Serve other faculty, students and institutions of higher education located within the region

1. NW Indian College (NWIC) Curriculum Development. (CPP2) With its main campus located on the Lummi Indian Reservation in Washington State, 20 miles south of the Canadian border, NWIC is the only accredited tribal college serving the states of Washington, Oregon and Idaho. It has six full-service extended campus sites, and over 90 different tribal nations are represented in the student body. NWIC's BA in tribal governance and business management has the highest enrollment of the four-year degree offerings at the college. UW CIBER and the UW Canadian and Global Studies Centers plan to provide curriculum development support to NWIC faculty to create a new concentration within the business degree: Indigenous International Studies. A course in the concentration will cover the traditional trading system developed by PNW tribes in the US and Canada. A study trip to Canada will explore the business aspects of trade. Future course content might focus on marketing to Canadian customers.

2. Regional Community College Partnerships. (CPP2) UW CIBER will expand its established partnerships with both North Seattle College (NSC) and Highline College to further internationalize their business curricula. The UW CIBER Director has served on the NSC Advisory Board since the college launched a Bachelor of International Business in 2013. In turn, a faculty member from NSC serves on the UW CIBER Advisory Board. To date, this partnership has delivered professional development opportunities for international business faculty at NSC, curriculum development grants, global case competition training for NSC students, and study abroad scholarships. Looking forward, UW CIBER hopes to learn from NSC's successful collaborations on student consulting projects with technical colleges overseas. We also plan to share videos of global business speakers at the UW to create access for NSC students, many of whom work full-time. UW CIBER also will continue to partner with the Center of Excellence for Global Trade and Supply Chain Management housed at Highline College. We will support a Highline study of the workforce training needs and regional economic impact of the trade and supply chain management sector. We will also provide curriculum development support for offering logistics and supply chain training online and for creating a supply-chain-focused study tour.

4. Community College Business Language Partnership. (CPP2, IP) With support from UW CIBER and the UW East Asia and Global Studies Centers, Everett Community College will deliver a unique offering in business Japanese. A new course sequence in *Japanese for Business Purposes* will be developed. Students who successfully complete the first-year sequence will be eligible to apply for internships at companies in Japan and in PNW firms that conduct business in Japanese. As a result, students will gain invaluable practice and proficiency in their language skills and also learn about Japanese business protocol. We hope the course-plus-internship

approach will be a model for other community colleges, and we plan to share the model nationally, e.g., at the **CIBER Business Language Conference**.

5. NW Regional Case Competition. (CPP2) Student teams from higher education institutions throughout the PNW, including MSIs and community colleges, will be invited to the UW for a global business case competition. This program is designed to provide a career-relevant educational experience and also to promote learning about regional businesses. In a pilot for this program, a workshop and orientation were provided to all competitors, and the case was about analyzing China as an export market for Washington's wine industry. The competition was followed by a networking opportunity with the corporate community judges.

6. Regional BISNET. Modeled on the national Business International Studies Network (BISNET), this regional forum will bring together business-focused study abroad administrators and faculty from PNW colleges and universities to share best practices and explore opportunities for collaboration. Members will meet bi-annually and maintain an online forum for discussing challenges and sharing innovative approaches. Meeting topics will include issues like risk management in faculty-led programs and ideas for study abroad programs in emerging markets.

SECTION 2: SIGNIFICANCE

This section addresses the national and regional significance of the programs in this proposal. We organize the discussion around our themes: 1) Asia-Pacific trade networks, 2) the digital economy, and 3) multidisciplinary skills for successful careers. We describe the magnitude of the outcomes associated with the programs. Section 7 provides more details on the assessment of these outcomes, including our performance measures.

Defining national and regional significance

For our purposes, significance is defined by the authorizing legislation and the competitive priorities. According to the legislation, nationally significant programs: combine business

training with language and area studies, include research as well as teaching, and provide training at various stages of professional development. We describe below how our proposed initiatives will deliver global business knowledge and skills to students, faculty, and the business community, and how they provide opportunities to apply language and area studies knowledge.

UW CIBER delivers a broad range of programs and services to students that prepare them to enter the national workforce, with the ultimate goal of becoming global business leaders. Participants in UW CIBER programs have gone on to successful careers working in major corporations around the world, such as Citigroup, IBM, Nestle, Nike, PACCAR, and Philips.

Significance of Understanding *Asia-Pacific Trade Networks*

The emerging markets of the Asia-Pacific region have high GDP growth, fast-growing middle classes and industries that are moving up the value chain. These countries are important US trade partners. They are also part of many industries' global supply chains. The markets and industries that are significant to the PNW are also significant nationally. The five PNW states produce and export manufactured goods from airplanes to computer chips; food products from apples to fish; energy resources like oil; and a wide range of computing services. These states are significant contributors to US exports. With only about 4.5% of the US population, they account for over 7% of US exports.

In 2017, the five PNW states had commodity export destinations that were similar to the US as a whole, especially in terms of the importance of the Asia-Pacific region. Looking at the top ten export destinations in 2017 ⁵ in the table below, we see that Asia-Pacific economies account for the majority of the entries in every case. Clearly, Asia-Pacific markets are critical to our region, as well as to the nation.

⁵ Data from <https://www.census.gov/foreign-trade/statistics/state/index.html>

Rank	US	Alaska	Idaho	Montana	Oregon	Washington
1	<i>Canada</i>	<i>China</i>	<i>Canada</i>	<i>Canada</i>	<i>China</i>	<i>China</i>
2	<i>Mexico</i>	<i>Japan</i>	<i>Taiwan</i>	<i>S. Korea</i>	<i>Canada</i>	<i>Canada</i>
3	<i>China</i>	<i>S. Korea</i>	<i>Singapore</i>	<i>China</i>	<i>Malaysia</i>	<i>Japan</i>
4	<i>Japan</i>	<i>Canada</i>	<i>China</i>	<i>Belgium</i>	<i>S. Korea</i>	<i>UAE</i>
5	<i>UK</i>	<i>Germany</i>	<i>Mexico</i>	<i>Taiwan</i>	<i>Japan</i>	<i>S. Korea</i>
6	<i>Germany</i>	<i>Netherlands</i>	<i>Japan</i>	<i>Mexico</i>	<i>Vietnam</i>	<i>Taiwan</i>
7	<i>S. Korea</i>	<i>Spain</i>	<i>S. Korea</i>	<i>Japan</i>	<i>Taiwan</i>	<i>Norway</i>
8	<i>Netherlands</i>	<i>Australia</i>	<i>UK</i>	<i>Colombia</i>	<i>Germany</i>	<i>Mexico</i>
9	<i>Hong Kong</i>	<i>Malaysia</i>	<i>Malaysia</i>	<i>Germany</i>	<i>Singapore</i>	<i>Saudi Arabia</i>
10	<i>Brazil</i>	<i>France</i>	<i>Hong Kong</i>	<i>UK</i>	<i>UK</i>	<i>Russia</i>

Another way to see the significance of the Asia-Pacific is to look at the region's importance to specific firms. Here are some examples:

- China is Starbucks second largest and fastest growing market. Starbucks already has over 3000 stores in the country and is planning 2000 more by 2021. According to the company's China CEO, Starbucks is opening a new store in China every 15 hours.⁶
- Micron Technology, headquartered in Boise, Idaho, manufactures dynamic random-access memory and flash semiconductors. Asia accounts for 75% of Micron's sales.
- India is the fastest-growing market for Amazon Prime membership: Prime added more members in India in its first year than in any other country. Amazon's video streaming service has developed content for India that it is now distributing globally.

In the coming years, the region's businesses will be affected by changes in the existing pattern of bilateral, regional and global trade agreements – from NAFTA renegotiations to new relations with Pacific Rim trading partners. This will inevitably alter our region's competitiveness and the pattern of its supply chains. Programs like the **International Business Compliance Course** will prepare law and business students to deal with the evolving landscape of global trade regulations.

Proposed programs that specifically address Asia-Pacific trade flows include the **Taiwan**

⁶ cnbc.com, December 5, 2017

Business Conference, and the **Asian Studies Fellows program**. The national impact of the **Asian Studies Fellows Program** will be measurable in terms of the number of participating faculty and institutions. Our goal is to support at least 20 faculty over the next 4 years. For business community programs like the **Taiwan Business Conference**, the primary impact metrics will be number of attendees and their greater applied understanding of Asia-Pacific issues. One of our performance measures explicitly addresses this: 60% of attendees will report greater understanding of Asia-Pacific issues.

The **Chinese for Professional Purposes** and the **Community College Business Language Partnership** programs facilitate doing business in China and Japan, respectively. The impact of these language programs will be assessed by the number of students who use the course materials, with the ultimate outcome that students secure internships or jobs utilizing their language skills.

Significance of the *Digital Economy*

The Commerce Department's Bureau of Economic Analysis (BEA) definition of the digital economy covers a wide scope, from computer network infrastructure to e-commerce transactions to digital media content. In early 2018, the BEA released its first estimates of the size and growth of the digital economy.⁷ The US digital economy grew at a 5.6% annual rate from 2006 to 2016, compared to 1.5% per year for the overall economy. In 2016, goods and services that are primarily digital accounted for 6.5% of the US economy and supported 5.9 million jobs. Strikingly, employees in the digital economy earned over \$114,000 annually, compared to \$66,500 per employee in the overall economy.

According to a McKinsey Global Institute report, the digital economy is both supplementing and enabling traditional trade:

⁷ <https://blog.bea.gov/2018/03/15/initial-estimates-show-digital-economy-accounted-for-6-5-percent-of-gdp-in-2016/>

Remarkably, digital flows—which were practically nonexistent just 15 years ago—now exert a larger impact on GDP growth than the centuries-old trade in goods...

The amount of cross-border bandwidth that is used has grown 45 times larger since 2005. It is projected to increase by an additional nine times over the next five years...

In addition to transmitting valuable streams of information and ideas in their own right, data flows enable the movement of goods, services, finance, and people. Virtually every type of cross-border transaction now has a digital component.⁸

We need to prepare students for jobs that are emerging from the digital economy. According to the 2017 *State New Economy Index*, information technology jobs increased by 35% between 2006 and 2016, compared to a 6% increase in overall private sector employment. Much of the 20% expansion in US services exports from 2011 to 2016 came from IT-enabled services.⁹ But this is just the beginning - McKinsey estimates that “the United States has captured only 18 percent of its potential from digital technologies.”¹⁰

Digital economy growth is evident across the whole PNW region. For example:

- Seattle is known as “cloud city” for being home to the cloud computing business arms of the top three firms in that industry: Amazon, Microsoft and Google.
- Intel, the largest private employer in the state of Oregon, is positioning itself for leadership in powering the Internet of Things.
- Data centers are sprouting up in Oregon, with major, multi-billion-dollar investments by Apple, Facebook and Intel.
- Alaska’s Innovation Economy has grown in the last few years, particularly the ‘Ocean Economy,’ which is applying big data analytics to undersea and satellite imaging.

Poets&Quants reports that 58% of Foster School MBAs are placed in tech firms; the Foster School is the only top-25 business school to send more than half of its MBAs into the tech

⁸ McKinsey Global Institute, “Digital globalization,” February 2016.

⁹ Jon Talton, “Washington ranks third in State New Economy Index,” *Seattle Times*, November 6, 2017.

¹⁰ McKinsey, “Technology, jobs, and the future of work,” May 2017.

sector. Those numbers are only going to increase, as the digital economy creates new, data-based job categories in areas such as business intelligence, prediction analytics, and data science management. To address this growing area, the Foster School has proposed a new Master of Business Analytics. In addition, the University of Science and Technology of China-UW (USTC-UW) have joined forces to create an institute to deliver research and training on financial innovation and big data.

Thus, an outcome of our digital economy programming will be an increased number of graduates who work in tech firms. The **Cloud Computing Global Expansion Projects** will give participants practical experience in researching markets for cloud services. **The Global Startup Series** will help budding tech entrepreneurs to develop global expansion strategies. For these programs, we will be able to track graduate placements. **Global Tech Talks** are another way that we will address new issues created by digital economy growth; these videos will be shared nationally on our website, and the measurable output is the number of online views. Digital economy market opportunities will also be addressed in our **Export Readiness Programs, Global Careers Accelerator, and Taiwan Business Conference.**

Significance of *Multidisciplinary Skills for Successful Careers*

How do we prepare students to succeed in a global economy characterized by complex market challenges and opportunities, compounded by rapidly changing technology and trade patterns? UW CIBER has long done this by supplementing business education with language and area studies courses, as in the **CISB** program. **CISB** graduates have excelled in firms such as Adidas, Amazon, Boeing, Bosch, Chevron, DHL, Expeditors, EY, KPMG, Maersk, Microsoft, PwC, and Starbucks, as well as the US State Department and the World Bank.

According to the National Association of Colleges and Employers (NACE) Job Outlook 2018, multicultural fluency is one of eight essential career-readiness competencies. We want

even more of our students to be prepared for careers that require language skills and cross-cultural competencies. This outcome is reflected in one of our performance measures: a 15% increase in the number of students with one or more language or area studies experiences.

In this grant cycle, we will take the multidisciplinary approach one step further with opportunities to combine business education with fields such as global health, law, and engineering. An outcome that we wish to achieve is that more of our graduates are hired because of their multidisciplinary team experience. According to the NACE report,

Employers look at the resume for evidence of problem-solving skills and the ability to work in a team...with almost 83 percent of responding organizations saying they seek them.

Multidisciplinary team experiences are part of several of our proposed programs, including the **Managing the Global Workforce Course**, **COIL Grants**, **Business Language Abroad**, and the **Model EU**. The **Global Innovation Exchange Team Research** project will explore the determinants of success in teams that are both multidisciplinary and multicultural. The impact of this research will be measured by publications produced and cited.

The **Global Health Business Case Competition (GHBCC)** is a new multidisciplinary experience at the Foster School. When we piloted this competition, we immediately saw a large number of participating students from across campus – from the health sciences, engineering, architecture, computer science, economics, political science and communications. Going forward, we will require student teams to be multidisciplinary, with representation from two or more schools or departments. The outputs will be the number of student participants, as well as surveys of learning takeaways. After the 2018 pilot competition, which focused on vaccine delivery in South America, a participating public health student reported:

Working with business students for the case competition was a great experience because we had to focus on feasible solutions in resource-limited settings. The case competition really affirmed the importance of working together across disciplines.

We believe that multidisciplinary teaming is key to career readiness – whether our graduates go into the private sector, public sector, or NGOs. One of our goals is that 65% of surveyed student participants in UW CIBER programs will report improved career-readiness.

An aggregate approach to measuring magnitude of results

Another way to think about the results of UW CIBER programs is in terms of the number of beneficiaries. Supplement 18 presents the projected number of students, faculty, and business community members served by our programs. These direct beneficiaries total over 16,000 students, almost 1,500 faculty members, and over 4,700 members of the business community – for a grand total of more than 22,000 direct beneficiaries over the 4-year grant cycle.

The numbers of direct beneficiaries do not capture all program benefits because they do not include the sizeable multiplier effects that result from faculty participation in programs. The multiplier effects in Supplement 18 add both the number of students taught by each faculty member and also the number of researchers who benefit from each research output.

The teaching multiplier assumes that a faculty participant in a UW CIBER program incorporates new content into two courses, that there are 30 students per class, and that the material stays in the curriculum for four years. For example, when 100 attendees (25 per year) at the **National Business Institutes for Community College Faculty** share new content with 60 students per year for the following four years, a total of 24,000 students will benefit.

To calculate the multiplier for faculty research, we assume that a paper published in a peer-reviewed journal has 100 readers over the following four years. Thus, each faculty publication generates benefits for at least 100 other faculty or doctoral students. Further, we assume that a research presentation at a conference reaches 25 faculty or doctoral students. In Supplement 18, we project that each of our 25 **Faculty & PhD Fellows** will have one peer-reviewed publication

during the grant cycle, along with one research presentation each year.

Combining the direct beneficiaries with the multiplier effect, the grand total is over 250,000. This number clearly demonstrates the broad benefits and national importance of CIBER funding. While we do not include further indirect effects in our calculations, we note that there may be many of these. For example, open source publishing of faculty research, which UW CIBER plans to support, will dramatically increase the beneficiaries at institutions with limited library resources as well as add audiences outside of academia. We also note that Supplement 18 does not capture the broad impact of UW doctoral graduates within academia. For example, in 2017, Foster School PhD students were hired by prestigious universities across the country, including Michigan, Illinois (Urbana-Champaign), Texas (Austin), and Colorado (Boulder).

SECTION 3: QUALITY OF PROJECT DESIGN

Sustained, high quality research projects also significantly contribute to US global competitiveness. Research is at the heart of UW's mission. The Foster School puts a primary emphasis on faculty research and is ranked #3 in the world (#1 among public universities) for research productivity by the *Financial Times* (2018 Global MBA Ranking). The Management Department, which houses many globally-focused faculty, was ranked #1 nationally in 2017 for research productivity by Texas A&M University. In addition, the Foster School publishes the top-tier *Journal of Financial and Quantitative Analysis (JFQA)*, in cooperation with the business schools at Arizona State University and the University of North Carolina-Chapel Hill, under the editorial management of global finance researcher Paul Malatesta and Finance Department Chair Jarrad Harford. In 2017, 16% of the papers published in *JFQA* had a global context.

UW CIBER support for faculty and doctoral student research

We sustain the creation of globally-focused research through **Faculty & PhD Fellows**. We support research in many other ways: by providing opportunities for faculty to connect with

global firms here and abroad; by funding database acquisition; by partnering in research conferences such as **Academy of International Business West (AIB West)** and the **CIBER Business Language Conference**; and by supporting new research programs, such as **Global Innovation Exchange Team Research**.

The foundational **Faculty Development Across Trade Networks** program also directly supports faculty research by introducing faculty to corporate leaders in top trading partner countries and by providing opportunities to meet colleagues at foreign universities. For example, with UW CIBER help, Professor of Finance Stephan Siegel meets regularly with companies and alumni in Shanghai and Tokyo to more deeply explore Asian capital markets. Some of his research is focused on the integration of equity markets around the world. He is currently working on a machine-learning project to assess political risk in cross-border settings. He has also been conducting research in India that led to a recent publication on the effects of demonetization on Indian slum neighborhoods. He will continue to work with colleagues in India and the University of Chile on questions related to access to finance for low-income households.

UW CIBER also offers grants for research and conference travel to regional international business faculty through the **Northwest International Business Educators Network (NIBEN)**. NIBEN grantees have come from Alaska, Idaho, Montana, Oregon, and Washington. For example, University of Montana Professor of Finance Keith Jakob is receiving support to further develop his research on Australian stock indexes with a co-author at Southern Cross University in Australia. They have published three papers, with two more forthcoming.

In addition to supporting faculty research, we help doctoral students to produce cutting edge research. We partner with all the academic departments in offering **Departmental Seminar Support** for seminars featuring global business researchers from across the country. Our **Library**

Resource Grants ensure that doctoral students have access to the data needed for their research projects and that they have funds for open access publishing to maximize impact. We have also allocated funding for UW PhD students to participate in globally-focused workshops offered at peer institutions, such as George Washington University's Summer Doctoral Institute on institutions, policies, and development in international business.

Highlights of sustained and significant research programs

Research faculty at the Foster School are globally recognized. For example, the Foster School is fortunate to count Dr. Charles Hill among its faculty. Professor Hill's textbook, *International Business*, is in its 11th edition and continues to set the standard in the field. He has published over 50 articles in peer-reviewed journals and has received many awards for his teaching in the MBA, Executive MBA, Technology Management, and PhD programs.

Dr. Xiao-Ping Chen, Associate Dean for Academic and Faculty Affairs, received the Distinguished Scholarly Contribution Award from the International Association for Chinese Management Research in 2016. She studies global leadership and cross-cultural management. In 2017, she made a unique contribution to the understanding of Chinese leadership with the publication of her book, *Leadership of Chinese Private Enterprises: Interviews and Insights*.

Below are some additional examples of recent and ongoing faculty research programs. Many are tied to the themes of this proposal, and all are at the frontiers of academic research. These sustained research programs contribute to our Performance Measure Form (PMF) project goal to "support the creation of influential scholarship and curriculum on global business issues" (see Supplement 29).

- Professor Jarrad Harford, Chair of the Department of Finance and Business Economics, is an expert on mergers and acquisitions. With cross-border merger activity growing, he is

exploring the importance of trade as a channel for transmitting merger waves, including the roles of tariff cuts; membership in the EU, Euro-zone, and EEA; and WTO entry.

- Tom Lee, Professor of Management, serves on the editorial board for the *Journal of International Business Studies*. He is currently researching how over- and under-employment affects job performance and turnover in Australia.
- Dr. Weili Ge, Associate Professor of Accounting, is one of many faculty members whose research covers the Asia-Pacific. She published a paper with UW Professor of Accounting Sarah McVay and colleagues at Loyola Marymount and Wuhan University, “*When Does Internal Control Over Financial Reporting Curb Resource Extraction? Evidence from China.*” Her working paper with Professor of Accounting Dawn Matsumoto and University of British Columbia colleagues examines the cost of admitting mistakes for foreign firms.
- Dr. Ryan Fehr, Associate Professor of Management, is gathering data from 155 employees in urban China in order to evaluate the impact of air pollution on employee behavior.
- Dr. Foad Iravani, Assistant Professor of Operations Management, is studying government policies around the world that aim to increase electric vehicle adoption. He will compare the programs and analyze their effectiveness in boosting the sales of electric vehicles.
- Professor Suresh Kotha, Chair of the Department of Management and Organization, has research interests in international management, specifically competitive strategy in the digital economy and corporate entrepreneurship. He has co-authored five global strategy cases that have been used in the **Global Business Case Competition**; the most recent of these is “*Amazon Web Services: Searching for Global Growth*” (with Dr. Debra Glassman, 2018). He is planning to continue research on Amazon’s global strategies.

- The **GIX Team Research** project led by Bruce Avolio, Professor of Management and Crystal Farh, Assistant Professor of Management, promises to provide new insights into determinants of success for multidisciplinary teams and their ability to drive innovation.
- Information Systems Professor Yong Tan is the Director of the new Center for Data Analytics. This joint research platform for UW and University of Science and Technology China faculty will organize conferences and workshops on Data Analytics, Social Network Analytics, Database Marketing, and Data Mining.
- Dr. Nidhi Agrawal, Professor of Marketing, is currently exploring US-Japanese differences in the concept of distance and the impact on consumer behavior. Another of her research projects examines Indian and US attitudes towards the acceptability of corruption in everyday consumer settings.

Research Dissemination

In addition to publications in leading academic journals and presentations at top academic conferences, business faculty research is disseminated in a variety of ways. The Foster School publishes the *Foster Business* magazine, currently sent bi-annually to more than 44,000 alumni, donors, business partners, and AACSB deans and directors. UW CIBER sends a quarterly newsletter to business community members and alumni. We also share faculty research through a variety of social media, including LinkedIn (both public and private groups with approximately 40,000 total followers/members), Facebook (9,000 followers) and Twitter (6,000 followers). Our faculty are regularly quoted in popular media – from local outlets such as *The Seattle Times* to national publications such as the *Wall Street Journal* and *USA Today*. The faculty research and profile pages of the Foster School website receive over 425,000 page views annually (a 25% increase since 2014). Finally, Foster School faculty members often share their research at alumni events at home and abroad. UW CIBER is proud to be located at a university with such active and

high caliber researchers who support CIBER activities.

SECTION 4: QUALITY OF MANAGEMENT PLAN

Maintaining a high standard of excellence in all of our programs is very important to UW CIBER. This standard is reflected in our long history of successfully managing the CIBER grant. Our team approach is driven by our commitment to quality, attention to detail, and responsiveness to our stakeholders. To ensure that we continue to develop, deliver and sustain quality programs, we have created detailed management plans that clearly define faculty and staff roles, and that address budgets, timelines, milestones, and accountability (see Supplements 19-24). Evaluation will be addressed in Section 7.

Faculty and staff responsibilities

UW CIBER's core team consists of a Faculty Director, a Director, and four staff members (Supplement 19). Grant funding covers the salary of the equivalent of 1.75 of these positions. Other funding sources cover the balance. Per UW requirements, however, we are only allowed to show 1:1 match in our grant budget.

As CIBER Faculty Director, Dr. Debra Glassman devotes 25% of her time annually to the strategic direction of UW CIBER. Funding for this time is provided by the Foster School as match. She is responsible for overall academic rigor and sets the direction for faculty initiatives such as **Faculty Development Across Trade Networks**. The balance of her time is spent on global business teaching, research, and case development, so, in effect, 100% of her time is dedicated to furthering the grant mandates.

Kirsten Aoyama dedicates 100% of her time to UW CIBER as its Director; 50% of this time is funded by the grant. Her role is implementation of the strategic direction set in partnership with Dr. Glassman. She leads day-to-day operations, including all grant programs, budget, staff, evaluation, fundraising to provide cost-share for grant activities, and partner relations. Many of

these partnerships are essential to the delivery of our programs with national impact, such as the **National CIBER Export and Workforce Development Initiative** and the **MSI and CC Consortium**. The Director and Faculty Director meet weekly to ensure that grant objectives will be met on time and within budget and that grant initiatives are evaluated for impact, sustainability and continual improvement.

Other staff responsibilities are aligned with constituent groups. Associate Director Kathleen Allen (100% time on grant programs, 25% grant-funded) oversees our undergraduate student initiatives and global case competition programs. She works in partnership with the Undergraduate Program Office to serve our nearly 2000 undergraduates. Assistant Director Josie Kraft (75% time on grant programs, 25% grant-funded) is focused on outreach to regional businesses, regional higher education institutions, and alumni. Assistant Director Jessica Rush (100% time on grant programs, 25% grant-funded) works with the MBA Program Office on managing grant programs focused on MBAs, including the **Cloud Computing Global Expansion Projects**. She also handles evaluation and grant reporting for UW CIBER. Each staff member manages the budget, timeline, milestones, and evaluation of their projects. The Program and Office Manager, Nedda Soleymani (100% time on grant programs, 50% grant-funded), implements business language and high school outreach programs, as well as providing administrative support to UW CIBER leadership. We note that non-CIBER funds support over 65% of the cost of the Director and staff positions.

The delivery of our programs engages many additional faculty and staff, representing the multidisciplinary strengths of the university and our partnerships. These include all academic areas in the Foster School, as well as the School of Medicine, the School of Law, the Jackson School of International Studies, the College of Engineering, and the College of Arts and Sciences

(including the language departments). Many other Foster School leaders have significant international responsibilities. These range from career counselors to the Associate Director for Alumni Engagement and the Associate Dean of Executive Education and International Initiatives. Please see Supplement 20 for specific program leadership and Supplement 15 for an overview of program collaborations.

Program management plans, timelines, and milestones

The management plans for our programs address the big picture as well as the operational details. Supplement 21 shows major annual milestones, such as the launch of new programs and scheduled major events. Supplement 22 presents a quarter-by-quarter implementation timeline for all our initiatives.

Each program cycles through three phases: planning, implementation, and evaluation. All of our programs have been mapped out over the 4-year grant cycle to 1) guarantee proper lead time, 2) ensure sustainability 3) appropriately distribute staff and other resources, and 4) coordinate with other university or community activities. We have developed a detailed brief for each program which outlines the constituents, partners, faculty/staff leads, goals/objectives/outcomes, evaluation methods, and budget, along with a 4-year planning, implementation, and evaluation timeline. A sample program brief can be found in Supplement 23.

Based on our extensive experience in program management, we have found that program success and sustainability require careful planning, including long lead times. Several of our major programs require a year or more of preparation. For example, launching a new faculty-led **Study Abroad** program starts one to two years in advance. We begin with a student interest survey, followed by a **Study Abroad Development Grant** to enable faculty to scout locations and make in-country connections. The faculty then prepare a detailed proposal and budget which is reviewed by UW CIBER, Foster School leadership and the UW Office of Global Affairs.

Once a program is approved, we begin the student marketing and selection process, while simultaneously finalizing the course deliverables, partnerships, and logistics. About nine months later the program is running. Once complete, it is thoroughly evaluated, and planning for the next year begins. In 2018-2019 we will deliver thirteen faculty-led study abroad programs, four of which are new. To meet growing student demand, we will develop three new self-sustaining programs for delivery in 2019-2020.

With an eye to long-term sustainability, we use pilot projects and phased implementation to launch new programs. The **International Accounting Initiative**, which addresses a gap in global content in the accounting curriculum, illustrates this. In phase one, we provided course development funding to create a new international accounting elective, *Analyzing International Financial Statements*. In phase two, we will be offering an experiential version of this course on the ground in Rome, which will include visits to and projects for top accounting firms. In phase 3, we will create a spring break study tour to India to provide a second opportunity to explore accounting in a global context. As discussed in Section 7, we have an iterative process of feedback and continual improvement that will be applied to both of these study abroad programs. We also plan to share this initiative as a model with other business schools nationally. We have learned that starting on a small-scale and taking a phased approach enables us to create successful scalable models and sustain programs for the long term.

Program budgets

With over 25 years of experience managing federal grant and program budgets, UW CIBER leadership has a track record of managing projects well and within budget. As illustrated in the sample program briefs (Supplement 23), and the summary of costs per program (Supplement 24), each program has a detailed budget. The program management responsibility given to each staff member includes regular budget management and reporting to the Director. Due to this

continuous tracking and the phased implementation of our programs, we are able to make adjustments during the planning and implementation phases to prevent cost overruns. UW CIBER leadership also presents the budget at the annual Foster School Budget Committee meeting, and we report quarterly on deviations of actual expenditures from budgeted amounts.

External and internal oversight

Our two boards provide ongoing external oversight. At least twice per year UW CIBER leadership and staff meet with the CIBER Advisory Board (Supplement 1). Many of these board members have served for years and are active participants in grant programs. As a result, they are familiar with the grant mandates, and they ensure that we fulfill our federal obligations. We also have a Global Business Advisory Board made up of representatives from major local companies, including Amazon, Boeing, Costco, Deloitte, F5 Networks, Nintendo, PACCAR, Starbucks, and Wells Fargo. We conduct an annual gap analysis in partnership with both boards to identify unmet business needs for student training. Between meetings, board members receive monthly updates on programming.

Internally, UW CIBER's Faculty Director and Director report monthly to the Associate Dean for Academic and Faculty Affairs, Xiao-Ping Chen. Dr. Chen provides administrative supervision to UW CIBER in the areas of faculty programs and budget. She also serves on the CIBER Advisory Board.

Dr. James Jiambalvo, Dean of the Foster School, continuously demonstrates his commitment to UW CIBER and places a high value on global business education. He regularly participates in advisory board meetings and major global events, travels annually to meet with global alumni, and advocates for financial support for UW CIBER.

These oversight systems, coupled with UW CIBER's long experience with successful program management, ensure that our programs both fulfill the grant mandates and are delivered

on time and within budget.

SECTION 5: QUALITY OF PROJECT PERSONNEL

UW CIBER Principal Investigator and Project Personnel

The management team of UW CIBER is well-qualified to implement the proposed programs. Brief summaries of their qualifications and experiences are provided below.

Dr. Debra Glassman, Principal Investigator and Faculty Director, is a Senior Lecturer in Finance and Business Economics and also Faculty Director for **CISB**. Dr. Glassman has been an active participant in UW CIBER programs since 1992. She has been Faculty Director since 2006 and launched many of UW CIBER's foundational programs. Dr. Glassman is committed to multidisciplinary collaboration and serves on executive committees for the EU Center and the Center for West European Studies, as well as the Foreign Language and Area Studies Fellowships Selection Committee. She is also a member of the Steering Committee for the Global Business Law Institute (GBLI), our partner for joint programs with the UW Law School. Dr. Glassman regularly collaborates with UW Department of Global Health (DGH) colleagues to develop joint programming, including the **GHBCC**. She serves on their Global Health Minor Advisory Committee, and in 2017 she published a paper with DGH colleagues titled "*Global Social Entrepreneurship Competitions: Incubators for Innovations in Global Health?*" in the *Journal of Management Education*.

Dr. Glassman is passionate about international business teaching and scholarship, spearheading our **Faculty & PhD Fellows** program and leading our **Faculty Development Across Trade Networks** program. She teaches international finance and global macroeconomics, and her research on exchange rates and international portfolio investment includes publications in the *Review of Financial Studies* and the *Journal of International Money and Finance*. She has also written numerous business cases, including "*Volkswagen Group: The*

Emissions Scandal and the Costs of Deception,” (2016). Leveraging her international business teaching and research, she will take the lead on the **COIL Grants** initiative.

Kirsten Aoyama, Director, has served in her position for over 17 years and works in partnership with Dr. Glassman. She sets strategic direction, builds campus and community partnerships regionally and nationally, raises matching funds, manages the advisory boards, and oversees general operations, budgets, evaluation, and staff. She serves on the campus-wide advisory boards for the Office of Global Affairs and the Global Health Resource Center. Actively involved in regional community organizations, including the Global Leadership Forum, she is also on the International Business Technical Advisory Committee for North Seattle College. Kirsten holds an MA in International Studies from the UW and a BA in Asian Studies from Tufts University. She speaks Japanese and received a Fulbright Grant to Japan. Her training, experience and community engagement uniquely position her to deliver on our new initiatives related to national impact, community colleges, and Asia-Pacific trade networks, such as the **Asian Studies Fellows Program**, the **Taiwan Business Conference** and our **Regional Community College Partnerships**.

Kathleen Allen, Associate Director, oversees undergraduate student programs, including **Study and Internships Abroad** and our international case competition programs. In her 9 years at UW CIBER, Kathleen has led efforts that have doubled the percentage of business undergraduates who study abroad. She will collaborate with faculty to launch new programs, such as the **Global Careers Accelerator**, the **International Accounting Initiative**, and the **Undergraduate Global Business Perspective Requirement**. Kathleen has led study abroad programs in Africa, Asia, Europe and the Middle East. She is an active member of NAFSA and BISNET, the latter inspiring our **Regional BISNET** program. Kathleen earned an MA in Public

Administration and BA degrees in Spanish and International Business from UW.

Josie Kraft, Assistant Director, manages faculty and community programs. She has worked closely with faculty over the last grant cycle to expand the **NIBEN** program. In this grant cycle, she will partner with Laural Ballew, Department Chair at Northwest Indian College, to launch the **NWIC Curriculum Development** program. Her professional experience prior to joining UW CIBER includes serving as the Director of Financial Services for an economic development non-profit that works with entrepreneurs and small businesses. This professional experience uniquely positions her to lead our **Export Readiness Programs**, many of which focus on skill development for small businesses. She received her MA in Public Administration from the UW.

Jessica Rush, Assistant Director, is responsible for MBA global business programs, including study tours, **Global Consulting Projects**, the **Global Business Forum** and the **MBA Global Mindset Initiative**. She also oversees evaluation of UW CIBER programs and, during this cycle, will launch the **Global Awareness Survey**. Jessica has an MA in Higher Education Administration and 14 years of professional experience in higher education and student programming at UW. She has led study tour programs to Brazil, China, India, and South Africa.

Nedda Soleymani, Program & Office Manager, is responsible for daily office operations and administrative support for all UW CIBER programs, including budgeting and cost tracking. Nedda is fluent in Farsi and has extensive experience in the Middle East. She will facilitate many of our language programs, including **Business Language Instructional Resources**, **Critical Language Fellows**, and the **Community College Business Language Partnership**. She will also take the lead on our high school programs and partnerships. She received her BA in International Relations and Global Political Economy from the UW. Prior to joining UW

CIBER, she worked for the World Affairs Council in Seattle.

UW CIBER Key Foster School Faculty Contributors

In addition to our direct project personnel, UW CIBER enjoys exceptional support and strategic guidance from the Foster School administration, including Dean James Jiambalvo, Associate Dean for Masters Programs Dan Turner, and Associate Dean for Undergraduate Programs Stephan Sefcik. We also work with all Foster School Department Chairs: Professors Mark Forehand (Marketing and International Business), Jarrad Harford (Finance and Business Economics), Frank Hodge (Accounting), Suresh Kotha (Management and Organization) and Kamran Moinzadeh (Information Systems and Operations Management).

UW CIBER reports to Dr. Xiao-Ping Chen, Associate Dean for Academic and Faculty Affairs and Professor of Management. Dr. Chen has been a strong internal advocate for UW CIBER since she joined the faculty in 1999, and she actively contributes to our **Faculty & PhD Fellows** program. She conducts global business research on intercultural management, leadership, entrepreneur passion, and Chinese guanxi. Building on her extensive expertise on Asia, Dr. Chen will be a key contributor to *Asia-Pacific Trade Networks* programs.

Last year, 25 Foster School faculty served as **Faculty & PhD Fellows**. These fellows publish globally-focused research on topics ranging from the global supply chains for vaccines to leadership trends in Chinese companies. For example, Faculty Fellow Dr. Jarrad Harford, Professor of Finance, recently presented his research on mapping global trade networks and cross-border merger activity at conferences in China, Europe, and the US. Read more about faculty research in Section 3 and see brief resumes of Faculty Fellows in Supplement 25.

The UW CIBER team is fortunate to partner with outstanding faculty to deliver our study abroad programs. For example, Leta Beard, Senior Lecturer in Marketing and International Business, has led 15 study abroad programs; Dr. Shaosong Ou, Senior Lecturer in Information

Systems, creates opportunities for students to explore e-commerce trends in Asia through study tours; and Dr. D. Shores, Associate Professor of Accounting, leads our **International Accounting Initiatives** including a new international accounting course abroad. Dr. Hamed Mamani, Associate Professor of Operations Management specializes in data analytics and global supply chain management; he teaches operations management in our Business Core Abroad program each summer. Dr. Christina Fong, award-winning Principal Lecturer in Management, teaches global leadership and is the instructor for our **Global Business Forum** speaker series.

UW CIBER Faculty Partners Across Campus

UW CIBER collaborates closely with faculty members from across campus, including language and area studies faculty. Brief bios of a few key faculty contributors are included here. See Supplement 25 for more faculty resumes.

Dr. Jeffrey Riedinger, Vice Provost, UW Office of Global Affairs, joined the UW leadership five years ago and serves on our CIBER Advisory Board. Prior to that, he was Dean of International Studies and Programs at Michigan State University. His extensive international experience and accomplishments include facilitating multidisciplinary, multi-college international research and project collaborations; developing and sustaining strategic partnerships with institutions abroad; and launching the Global Innovation Exchange (GIX), our partner for the **GIX Team Research** program.

With 30 years of experience at the UW, Dr. Resat Kasaba, Director and Professor, Jackson School of International Studies, is an expert on the history and politics of the Middle East. He is the lead partner for all our collaborations with the Jackson School, including the **China Town Hall**, the **Asian Studies Fellows Program**, the **Arctic Renewable Energies Conference**, and the **Community College Master Teacher Institute**.

Dr. Judith Wasserheit, Chair and Professor, Department of Global Health (DGH), has

collaborated with UW CIBER for more than 10 years on joint research and student programming. In the next grant cycle, UW CIBER will partner with the DGH to deliver the **Global Health Business Case Competition**. Dr. Wasserheit has worked extensively on infectious disease epidemiology research, programs and policy in the US and globally. She was Chief of the US NIH's STD Research Branch; Director of the US Center for Disease Control's STD Prevention Program, and Director of the HIV Vaccine Trials Network. She has worked in Bangladesh, Colombia, Egypt, Indonesia, Kenya, Thailand and Zambia.

Dr. Jeffrey Wool, Co-Director, UW Global Business Law Institute and Professor of Global Business Law, conducts research and consults on transnational commercial law. He serves as secretary general of the Aviation Working Group, an international industry group that develops policies, regulations and rules to facilitate advanced international aviation financing and leasing. He is currently researching compliance with commercial law treaties. Dr. Wool will lead our partnership with the UW Law School to deliver community and student programs.

Two key faculty for language initiatives are Dr. Chan Lu, Assistant Professor of Asian Languages and Literature, and Marilís Mediavilla, Lecturer of Spanish. Dr. Lu's expertise is in applied language learning and Chinese Linguistics. In partnership with UW CIBER, Dr. Lu will develop the **Chinese for Professional Purposes: An Advanced Course Series**. Professor Mediavilla teaches the Business Spanish course and leads the **CISB** Spanish Track. We will collaborate with both faculty on our **Business Language Abroad** program.

University of Washington Employment Policies

UW has an employment policy of equal opportunity as it relates to race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, disability, or status as a protected veteran. In addition, UW is committed to diversity in its workforce. In 2015, UW President Ana Mari Cauce launched the Race and Equity

Initiative to support and sustain diversity and equity at UW and within the communities we serve. UW is committed to upholding the laws and respecting equal opportunity in the selection and advancement of all qualified applicants and employees within the institution. Where necessary, UW takes affirmative action against barriers to equal opportunity and unlawful discrimination. The university strives for a diverse workforce of qualified employees. Examples of outreach activities are meetings with on-campus diversity affinity groups to review and promote job openings and participation in diversity career fairs. The Foster School and UW CIBER fully support these efforts and build on them with the Foster School's own Diversity Committee. Please see our GEPA 427 statement for more detail on diversity initiatives.

SECTION 6: ADEQUACY OF RESOURCES

Leveraging resources through strategic collaboration

Through strategic partnerships with campus units, the business community, community colleges, and government agencies, UW CIBER is able to maximize the number and reach of our programs. For example, collaboration with the National Committee on US-China Relations on the **China Town Hall** gives a local audience access to a national speaker. Collaboration also allows us to multiply our impact by offering faculty development programs, such as the **MSI and CC Consortium**. See Supplement 15 for a list of UW CIBER collaborations and Supplement 18 for the calculated multiplier effects.

Our status as a federally-funded center is instrumental in helping us to jointly fund outstanding programs from both the CIBER grant and outside resources. Examples of partnerships include the **Export Readiness Programs** in collaboration with the Washington State Small Business Development Center and the UW CBDC; **Business Language Instructional Resources** in partnership with UW language departments; and the **NWIC Curriculum Development** with faculty from a regional MSI. With matching funds from

corporate and foundation donors, we offer programs such as the **Global Business Case Competition** and the **Tateuchi Asian Business Distinguished Speakers**. Individual donors have generously provided support for study abroad scholarships.

Financial design and cost-effectiveness

We work hard to minimize general operating expenses. We conduct cost-benefit analyses for individual programs to ensure that our costs are reasonable in relation to the objectives and significance of each program. The following factors are considered to ensure cost effectiveness:

Cost per Contact. In order to maximize the reach of our programs, we support activities that affect the greatest number of people in the most significant way. Before implementing programs that have high short-run costs per contact, we ensure that these programs have broad long-term reach. For example, in determining whether to pursue new initiatives such as the **Asian Studies Fellows Program**, we verified the benefits from supporting deep faculty development (e.g., funding travel to Asia). We concluded that not only does the faculty member's research benefit, but students also benefit from enhanced curriculum over the course of multiple years.

Budget Detail. Based on our extensive experience in program management, we have a good sense of the potential for unexpected and hidden costs. We have therefore prepared detailed budgets for all programs (Supplement 24), carefully considered the costs of outside services (e.g., transportation, printing), and factored in likely increases in salaries and benefits over time.

Institutional Resources

Foster School of Business

UW CIBER requests \$365K each year in Federal Support and is able to demonstrate 1:1 match, as required by UW. The Foster School provides substantial financial support and resources for international programs beyond the demonstrated match. The total annual budget for the Center's international activities is over \$1.6M. Foster School support includes funds for salaries and operating expenses for programs. For 2018-2022, the Foster School will provide

salary support for a Faculty Director at 25% time. Of the five full-time staff employees (FTEs) 3.25 FTEs will be funded by the Foster School and 1.75 from the CIBER grant. In addition, a substantial amount of Foster School faculty time will be contributed to our projects. For example, 6 faculty members will lead language tracks for **CISB**, 10 faculty will lead **Study Abroad Programs** each year, and 25 **Faculty & PhD Fellows** will commit significant time to global business teaching and research.

Every year members of UW CIBER's advisory boards, the Foster School's many advisory boards, and our extraordinary alumni donate hundreds of hours of their time in support of global education at the Foster School. They serve as mentors, coaches, case competition judges, and speakers. They help us to arrange domestic and overseas company visits; and they make sure that job openings and internships are advertised to our students.

University of Washington

UW CIBER is fortunate to draw on the exceptionally rich resources of the UW. Operating with an annual budget of \$7.3 billion and an enrollment of approximately 57,000 students, UW offers a wealth of academic resources that contribute to the success of our programs. We are particularly pleased to work in partnership with the UW Office of Global Affairs which provides support and leadership on strategic international initiatives.

One of UW CIBER's themes during the 2018-2022 grant cycle is to leverage the multidisciplinary strengths of the University. UW houses many international programs that create opportunities for collaboration. Notably, UW has the most federally-funded Title VI Centers in the country. UW CIBER routinely collaborates with UW's eight National Resource Centers (NRCs): the Canadian Studies Center; the Center for Global Studies; the Center for West European Studies; the East Asia Center; the Ellison Center for Russia, East Europe and Central Asian Studies; the Middle East Center, the South Asia Center; and the Southeast Asia Center.

For example, we will partner with the Canadian Studies Center on the **Arctic Renewable Energies Conference** and **NWIC Curriculum Development**.

UW offers instruction in 56 foreign languages, many of which are taught at the third-year level or above. Furthermore, UW offers 28 of the 78 languages that are considered less commonly taught languages and 31 of the 53 languages identified as areas of national need by the federal government, including Arabic, Bengali, Hindi, Swahili, and Urdu. Through the **Business Language Instructional Resources** program, UW CIBER partners with the language departments to offer business language courses in Chinese, French, Portuguese, Spanish, and Russian. (Supplement 17 lists all UW Language Offerings.)

The UW Library system ranks 7th among public institutions in the US and is a member of a library consortium which includes community colleges and 4-year institutions across Washington, Oregon, and Idaho. Over 25% of the UW Library's 2.4 million cataloged volumes support international studies. Approximately 1.5 million cataloged volumes are foreign language material. Extensive collections of international materials and databases are also housed in the Foster Business Library, East Asia Library, and Law Library. UW CIBER partners with campus libraries through our **Library Resource Grants** program.

SECTION 7: QUALITY OF PROJECT EVALUATION

As in our previous grant cycle, UW CIBER will use Stufflebeam's CIPP Model¹¹ as our evaluation framework. In this model, complete program evaluation consists of four parts: *Context* evaluation, *Input* evaluation, *Process* evaluation, and *Product* evaluation (see Supplement 27). These four components are anchored by core principles; in our case, these are the authorizing statute of the CIBER, the corresponding federal GPRA measures, and our own project goals. As

¹¹ Daniel L. Stufflebeam and Chris L.S. Coryn, *Evaluation Theory, Models, and Applications*, 2nd Edition, 2014.

reflected in the Performance Measure Forms (PMFs), we propose the following project goals:

- A. Add to the national understanding of global business issues and improve the application of global business strategies.
- B. Address national needs by improving students' global mindset and employability.
- C. Support the creation of influential scholarship and curriculum on global business issues.

These project goals are consistent with our PMF goals from 2014-2018, which facilitates long-term assessment of outcomes.

In the CIPP model, it is critical to continuously apply all four types of evaluation. By establishing the *Context*, we ensure that our work is aligned with our goals and mission. We review *Inputs* in order to be efficient and cost-effective in our use of resources. Assessing our implementation *Process* during and after programs enables us to make mid-course adjustments and to innovate as we move ahead. Reviewing the *Products* (outcomes) of our activities gives us a longer-term perspective on revisions needed to meet our project goals. The CIPP model is not linear. The information gathered at each stage of evaluation informs the other stages.

The remainder of this section will first describe some lessons learned from our evaluation activities in the previous grant cycle. Then we outline our evaluation plan for 2018-2022 and describe accountability activities.

Lessons learned from the previous evaluation plan

In the 2014-2018 grant cycle, we found that Stufflebeam's CIPP model is an excellent fit for a dynamic and nimble organization such as ours. We appreciate that it is not limited to before- and after-program implementation, but rather is an iterative, ongoing practice of evaluation. We also appreciate that the model combines qualitative and quantitative assessment to help us to see the whole picture of our programs.

Over the last four years, CIPP evaluation uncovered areas for improvement in both our

programming and our evaluation plan, including the following:

- In terms of data collection, we found gaps in getting sufficient quantitative feedback. Quantitative data enables us to demonstrate impact and progress of both UW CIBER and of the CIBER program nationally. We address this with refined PMFs that include a greater quantitative focus. These are described in the following implementation plan section.
- When we compared the number of UW beneficiaries to program *Inputs*, we decided to abandon some high-cost programming related to social entrepreneurship and instead support including the topic in the curriculum. This reduced cost while broadening impact.
- Ongoing evaluation of our study abroad programs using pre- and post-trip surveys (see Supplement 28) demonstrated expected learning outcomes (e.g., students increased cross-cultural understanding) but also revealed unexploited learning opportunities both before and after overseas experiences. We plan to address these with **Language and Culture Essentials** and the **Global Awareness Survey**.
- We have successfully increased the percentage of business students who study abroad every year, but ongoing assessment has shown an unmet need for more applied global learning. In response, we are expanding **Global Consulting Projects** for MBA students.

In every grant cycle, we invite an academic from another university to conduct an external assessment. In 2017, Dr. Kelly Murphrey, former CIBER Director of Texas A&M University, completed a review of UW CIBER and reported:

The University of Washington CIBER has exceeded the requirements of the Title VI CIBER grant objectives and is serving as a leader in international business education. Building upon its current international business education foundation, the UW CIBER is well positioned ... to expand the benefits and impact of their programs to a broader population at the university, in Washington State, and nationally.

Dr. Murphrey's major concern was financial resource constraints. This is not a new concern and

it informs our thinking for this proposal and all programming going forward. As in the last grant cycle, we continue to focus on using our *Inputs* cost-effectively to serve our constituents. Our multidisciplinary theme will help us to leverage strategic collaborations and partnerships to maximize the reach and impact of our funding.

Implementation Plan for 2018-2022

UW CIBER will continue to work within the CIPP framework and to build on lessons learned. Our plan will incorporate quantitative and qualitative evaluation, with both short- and long-term time frames. Our evaluation plan addresses assessment of programs, rather than simply accountability, because we believe, as Stufflebeam said, “The most important purpose of program evaluation is not to prove but improve.”¹²

The 2018-2022 plan consists of four parts, and the guiding principle is that effective assessment must happen at all stages of program life. These parts are:

1. Performance Measure Forms (PMFs)
2. Detailed Program Review
3. Evaluation Expert Projects
4. External Evaluation by Business Faculty

Supplement 32 summarizes the evaluation activities associated with each of our programs.

1. Performance Measure Forms (PMFs). We have revised and refined our PMFs as an integral part of our assessment plan (see Supplement 29). The Performance Measures (PMs) that we propose for this new grant cycle are more quantitative and measurable, and we believe they are well aligned with the overall purpose of the CIBER grant. We have worked closely with an evaluation professional to identify measurable activities and to link them with well-thought-out indicators and baselines. Here are two examples:

¹² F.F. Madaus, M. Scriven and D.L. Stufflebeam, Eds., *Evaluation Models: Viewpoints on Educational and Human Services Evaluation*, 1983, p. 117.

- One of our PMs for Project Goal B is to “increase the number of students with one or more applied language/area studies experience(s) by 15% over the grant cycle.” The **Business Language Instructional Resources** program, for example, will create new business language courses and develop business language modules for existing courses. We will measure the success of programs like this using metrics such as the number of students annually enrolled in classes with significant business language content.
- One of the PMs for Project Goal C is to “support five faculty in the development of new courses and/or enhanced curriculum each year.” The indicator will be the number of grants given to faculty. The activities counted towards achieving this PM include new initiatives such **COIL Grants** and **NWIC Curriculum Development**.

2. Detailed Program Review. Before, during, and after each UW CIBER program, we apply multiple *Product* assessment tools. One tool is our Program Review form (see Supplement 30), which guides the review at the conclusion of each program. For example, after our pilot of **GHBC**, we had a detailed discussion about how to improve outreach to graduate students across campus and have since identified new partners and channels.

3. Evaluation Expert Projects. We will partner with an evaluation expert over the next four years to conduct surveys and focus groups with students, advisory boards, faculty, and business community members to assess the impact of UW CIBER activities. We have identified Ed Phippen, MPA, as our evaluation expert. Ed has extensive experience with higher education and particular proficiency with focus groups and survey design (see evaluation timeline in Supplement 31). His work will integrate the quantitative focus of the PMFs with in-depth qualitative analysis. He will develop several survey instruments that can be used throughout the grant cycle. Two examples are described here:

One survey will assess the impact of our business community programs, including the **Doing Global Business Series**, the **Tateuchi Asian Business Distinguished Speaker Series**, and the **Taiwan Business Conference**. The survey will measure participants' applied understanding of Asia-Pacific issues. We plan to use the survey tool over the course of the four years, which will enable us to modify our programming from year to year to better meet our constituents' learning requirements. In addition, the survey will incorporate questions that align with the CIBER GPRA measures. For example, the survey will also inquire about increases in business participants' export activities.

In addition to tracking our short- and medium-term impact through PMFs and survey tools, we also consider long-term impact. Improving US firms' ability to compete in the long-term requires that we graduate increasing numbers of globally-proficient students. This is the motivation for the **MBA Global Mindset Initiative** and the **Undergraduate Global Perspective Requirement**. To determine long-term success, the evaluation expert will organize focus groups to guide the design of an alumni survey. This survey will evaluate the career outcomes of UW CIBER programs and align with the corresponding CIBER GPRA measure (the percentage of participants who advanced in their careers). The survey will also build on what we learned from a previous longitudinal impact assessment by adding assessment of specific career-readiness skills. This will be combined with a focus group with advisory board members and recruiters to better understand changing global business training needs.

4. External Evaluation by Business Faculty. In year four, we will again bring in a non-UW business faculty member to assess UW CIBER's overall progress towards its goals. This comprehensive evaluation typically includes meeting with all UW CIBER's key stakeholders: school leadership, advisory board members, alumni, MBA and undergraduate

students, faculty, and campus partners. The faculty evaluator writes a summary report that includes identification of programming gaps and opportunities.

Accountability

There are many ways that we are accountable for UW CIBER activities. We submit regular reports to the US Department of Education on the standard CIBER GPRA measures, as well as the IRIS narrative and data; these include reporting on our progress on the Competitive Preference Priorities. We also report to our advisory boards at regularly-scheduled meetings. As an AACSB-accredited institution, the Foster School regularly collects and reports school-wide information on the scope and quality of our international activities. In addition, the UW CIBER Faculty Director and Director meet monthly with Associate Dean Xiao-Ping Chen to report on programs and budgets. Our individual donors and corporate sponsors regularly receive impact reports. Finally, we share data and “success stories” with alumni, faculty, university and community partners, and current students.

Summary

UW CIBER’s evaluation plan for 2018-2022 is shaped by lessons from our previous evaluation efforts, our drive for continual improvement, and our accountability, particularly to our stakeholders. Focusing our mindset on delivering outcomes that move us toward our project goals, while always thinking about the *Context* and *Inputs* of the work we undertake, will allow us to continually improve the work we do to further the “Nation’s capacity for international understanding and economic enterprise.”

SECTION 8: COMPETITIVE PREFERENCE PRIORITIES (CPPs)

This section highlights several key partnerships and initiatives designed to meet the CPPs. See Supplement 10 for a chart detailing all programs that meet the CPPs and Supplements 4-7 for letters of support from the business community and our MSI and CC partners.

CPP1: Collaborate with one or more professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities

UW CIBER has a long history of collaborating with businesses and professional associations. Our foundational programs include international internships, a required international business practicum for students pursuing the **Certificate of International Studies in Business**, MBA **Global Consulting Projects**, and MBA **Business Growth Projects**. Many internship and job offers come from our alumni engagement and our case competitions and study tours.

UW CIBER also proposes several new initiatives to address CPP1. For example, through a partnership with a local technology company, we will launch the **Cloud Computing Global Expansion Projects**. These projects for MBA and undergraduate business students provide hands-on global business consulting experience. Students will work closely with our corporate partner to research global markets and will make final presentations to company representatives. This training and exposure to global business professionals may lead directly to internships and employment. Another example of a new partnership is the **International Accounting Initiative**. Through conversations with partners at the big four accounting firms, UW CIBER has developed two new overseas courses designed to give our accounting majors the skills and experiences now needed by global accounting firms.

CPP2: Significant and sustained collaborative activities with one or more Minority-Serving Institutions and/or with one or more community colleges

UW CIBER addresses this priority through new initiatives with both minority-serving institutions and community colleges. One of these new initiatives is **NW Indian College (NWIC) Curriculum Development**, a partnership which will span the four-year grant cycle and will deliver new courses focused on trade, international economics, and business. NWIC is the only tribal college serving Washington, Oregon and Idaho. The initiative will better prepare

NWIC graduates for business careers. The curriculum will be made available to the other 31 tribal colleges in the US.

Our **Regional Community College Partnerships** program includes ongoing collaboration with North Seattle College (NSC) and Highline College to further internationalize their business curriculum. UW CIBER has built these partnerships over many years. We have served on the NSC advisory board, supported NSC and Highline faculty to participate in development opportunities such as **AIB West**, and provided global business curriculum development and research grants to their faculty. We build on these deep collaborations in this grant cycle with several new activities, as described in Section 1.

UW CIBER will also join nine other CIBERs as a part of the **MSI and CC Consortium**, which includes faculty development and case competition programs.

The new **Community College Business Language Partnership** will develop Japanese courses for business purposes and associated internship opportunities for students at Everett Community College. We believe this innovative new model will serve as a resource for community and technical colleges nationally.

Finally, we are proud that we have partnered with our UW NRC colleagues for many years to host the **Community College Master Teacher Institute**. The Institute includes international business curriculum training and delivers workshops to over 50 regional CC faculty members each year.

Other Attachment File(s)

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Supplement #1: Advisory Board Members

CIBER Advisory Board:

(A) *One representative of an administrative department or office of the institution of higher education:*

- Jeffrey Riedinger, Vice Provost of Global Affairs, University of Washington

(B) *One faculty representative of the business or management school or department of the institution:*

- Xiao-Ping Chen, Associate Dean for Academic & Faculty Affairs, Foster School of Business, University of Washington

(C) *One faculty representative of the international studies or foreign language school or department of the institution*

- Marie Anchordoguy, Professor, Japan Studies Program, Jackson School of International Studies, University of Washington

(D) *One faculty representative of another professional school or department of the institution:*

- Dana Raigrodski, Executive Director, Global Affairs, School of Law, University of Washington
- Judith Wasserheit, Chair & Professor, Department of Global Health; Professor, School of Medicine, University of Washington

(E) *Representatives of local or regional businesses or firms:*

- Jonathan Bensky, President and CEO, Pacific Northwest Advisors, LLC *
- Maria Bianchi-Lastra, International Business Development Professional
- Justin Calvo, Global Digital Marketing Director, Avanade
- Greg Dalzell, Senior Vice President, Corporate Foreign Exchange, Wells Fargo Bank
- James Kern, President, International Market Brands
- Ann Lesperance, Deputy Director, Regional Programs, Pacific Northwest National Laboratory
- Carrie Pederson, Partner, FactorX, LLC
- Nishika de Rosairo, CEO, Experiential Insights
- Brian Wright, Director of Sales, Nice-Pak Products, Inc.

(F) *One representative appointed by the Governor of the State in which the institution is located whose normal responsibilities include official oversight or involvement in State-sponsored trade-related activities or programs:*

- Mark Calhoon, Senior Managing Director, Washington State Department of Commerce

(G) *Such other individuals as the institution of higher education deems appropriate:*

- A Bounjaktha, Interim President, Trade Development Alliance
- Dan Dang, Co-President, MBA Global Business Association, Foster School of Business, University of Washington

Supplement #1: Advisory Board Members

- Debadutta Dash, Co-Chair, Washington State and India Trade Relations Action Committee
- Priya Gupta, Co-President, MBA Global Business Association, Foster School of Business, University of Washington
- Sam Kaplan, Director, Center of Excellence for Global Trade and Supply Chain Management, Highline Community College
- Diane Mooney, International Trade Specialist, U.S. Commercial Service
- Honorio Todino, Faculty, International Business, North Seattle College
- Mark Wen, President, Washington State China Chamber of Commerce

Global Business Advisory Board:

- Hans Aarhus, Finance Director, The Boeing Company
- Marco Abbruzzese, Senior Regional Manager, Washington & Alaska, Wells Fargo Private Bank
- Michael Atkinson, VP Sales & Business Development, Doosan GridTech
- Larry Calkins, Executive Consultant to the CEO, Holland America Group
- Ken Dixon, Retired Partner, Deloitte & Touche LLP *
- Bill Franklin, President, Franklin International
- Brian Golob, Founding Partner & CEO, Golob Partners
- David Hovind, Retired President, PACCAR
- Charley Jemley, Former Senior Vice President, Finance, Starbucks
- Nader Kabbani, Vice President, WW Amazon Flex, Amazon
- Gary Kotzen, Retired Vice President, GMM Corporate Foods, Costco Wholesale Corporation
- Steve McMillan, Executive Vice President of Global Services, F5 Networks
- Flip Morse, Senior Vice President, Corporate Resources, Nintendo of America, Inc.
- Christopher Nilsen, President, Laurelhurst Capital Management, LLC
- Ray Risco, President, RSolutions
- Liz Tinkham, Retired Managing Director, Accenture
- Jeri Wait, Founder, Orca Wave

*Board Chair

Supplement #2: CIBER Advisory Board Meeting Dates: 1990 – 2018

The UW CIBER Advisory Board was established on April 27, 1990. In addition to the meetings listed below, UW CIBER also has a Global Business Advisory Board that meets at least twice each year

Year	Meeting Dates
1990	4/27, 11/1
1991	10/10, 11/8
1992	2/12, 6/15, 10/14
1993	1/13, 4/13, 6/9, 10/6
1994	2/24, 6/13, 12/19
1995	3/14, 6/12, 9/27, 12/7
1996	3/7, 5/16, 9/26, 11/6
1997	2/26, 6/5, 10/30
1998	2/26, 5/21, 8/4, 11/1
1999	2/18, 6/2, 9/23
2000	1/20, 4/27, 9/7
2001	2/8, 5/17, 10/30
2002	6/6, 10/17
2003	4/29, 10/30
2004	5/26, 10/28
2005	3/24, 5/26, 10/27
2006	6/15, 11/2
2007	6/21, 10/25
2008	6/12, 11/13
2009	5/14, 10/8
2010	7/20, 11/17
2011	6/16
2012	10/17
2013	4/24, 10/16
2014	4/23, 10/8
2015	6/15, 10/29
2016	5/3, 10/25
2017	4/25, 10/24
2018	5/8, 10/23

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Autumn F. Eck
Grant & Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

Name and Title of Authorized Representative



Signature

05/23/18

Date

Congress of the United States
Washington, DC 20510

April 27, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Ave. S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

We are writing today in support of the Centers for International Business Education and Research (CIBER) program application submitted by the Foster School of Business at the University of Washington (UW). With funding from the Department of Education, the UW CIBER program will continue to offer innovative programs that give students, workers, and businesses the tools and training they need to compete in a global economy.

The University of Washington CIBER program offers global business education programs that annually benefit over 6,000 students, faculty, and community members throughout the Pacific Northwest, one of our nation's most trade-dependent and technologically innovative regions. As the only CIBER program in the Pacific Northwest, the UW CIBER program is uniquely positioned to deliver high-quality education and research that will directly contribute to U.S. global competitiveness. As the importance of international trade continues to grow in the region, the UW CIBER program provides many educational benefits, such as new export promotion and training initiatives, to prepare students to graduate with international business skills. To date, the UW CIBER program has produced graduates now pursuing successful careers at large and small companies, including Amazon, Boeing, Microsoft, Starbucks, Smartsheet and G2 Web Services.

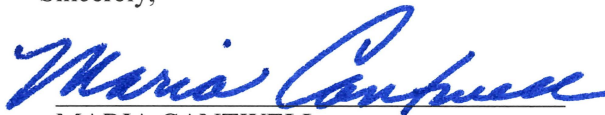
The UW CIBER program serves as a national model for career-relevant international business learning, collaboration with minority-serving institutions and community colleges, and technology leadership. The presence of the successful CIBER program at the University of Washington is invaluable to the economic competitiveness and prosperity of our region and the nation.

Thank you for your full and fair consideration of UW's grant proposal. Should you have any additional questions, please contact Manuel Contreras in Senator Murray's office at 202-224-2524.

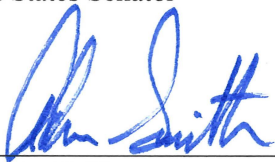
Sincerely,



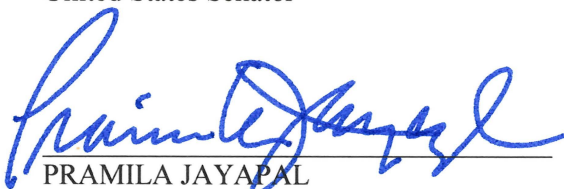
PATTY MURRAY
United States Senator



MARIA CANTWELL
United States Senator



ADAM SMITH
Member of Congress



PRAMILA JAYAPAL
Member of Congress



UNIVERSITY of WASHINGTON

Ana Mari Cauce
Professor of Psychology
PRESIDENT

April 3, 2018

The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Madam Secretary,

I am writing in strong support of the proposal from the Michael G. Foster School of Business at the University of Washington (UW) to renew grant funding from the U.S. Department of Education for the Center for International Business Education and Research (CIBER).

The UW is committed to preparing all students for successful leadership in today's global society and interconnected world. By engaging with global partners and collaborating on research and policy we help drive the innovation economy. The CIBER mandates directly tie into the University's commitment to international education and recognition that we can better meet the needs of the U.S. and the world through global collaboration.

Globally connected education is the key to the future. We at the University of Washington are fully engaged internationally:

- Much of our \$1.6 billion in annual research funding is focused on global challenges and opportunities;
- We are ranked 16th in the nation for number of study abroad participants (Open Doors 2017);
- Every graduate leaves with a global perspective enabling them to navigate and thrive in a diverse workplace;
- In 2017, we launched the Global Innovation Exchange (GIX), a global partnership between major research universities and innovative corporations to develop leaders in innovation. The first two academic partners are Tsinghua University and the University of Washington, with early support from Microsoft.

The UW CIBER has distinguished itself by developing and promoting a variety of high-quality opportunities for students, the community, and faculty. Their student programs, like the Global Careers Accelerator, help ensure that all business students have the skills needed to secure jobs. The Global Health Business Case Competition, with its emphasis on multi-disciplinary teamwork, takes full advantage of the strengths of the UW and this region to support the growing global health industry and address some of the world's most pressing problems. Finally, the Faculty Development Across Trade Networks program engages faculty who are doing cutting edge global research on topics directly tied to U.S. global competitiveness and trade. In our increasingly global economy, these initiatives are more important than ever in ensuring that the University of Washington meets the needs of our students, our region, and our nation.

The UW CIBER also serves the entire university community by, for example, offering global training opportunities for the start-up enterprises springing up across campus, delivering joint programs with the other eight Title VI national resource centers at the Jackson School of International Studies, and supporting applied language courses critical for our nation's security and prosperity.

The Center's deep ties to and support from the business community are reflected in its advisory boards with representation from companies such as Amazon, Boeing, F5 Networks, Microsoft and PACCAR. Through, for example, partnership with the Law School's Global Business Law Institute, UW CIBER continues to add value to and leverage these extensive corporate connections. I'm also particularly pleased to note the strengthened partnerships UW CIBER has developed with community colleges and minority-serving institutions that will contribute to the globalization of business education for underserved populations.

UW CIBER is a vital resource to the University, the region, and the nation. I enthusiastically endorse the grant application to ensure UW CIBER's success through 2022 and beyond.

Sincerely,

A handwritten signature in black ink that reads "Ana Mari Cauce". The signature is written in a cursive, flowing style.

Ana Mari Cauce, PhD
President
Professor of Psychology

April 20, 2018

FOSTER
SCHOOL OF BUSINESS
Global Business Center

The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Madam Secretary,

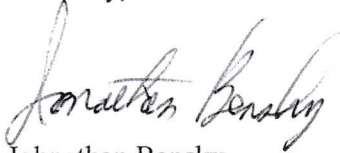
As chairs of the CIBER Advisory Board and the Global Business Advisory Board respectively, we would like to express the full support of both boards for the University of Washington's 2018-2022 federal grant application to the Center for International Business Education and Research (CIBER) program.

We are strong supporters of UW CIBER because we believe in its mission of building global business expertise through high-quality educational programs. Opportunities like the National CIBER Export and Workforce Development Initiative and the Global Consulting Projects provide students with applied learning experiences while offering businesses the tools they need to grow and enter foreign markets. This combination equips students with invaluable skills and strengthens the global business community.

Our board members are vocal advocates as well as personally engaged in these programs including speaking to students, judging at global case competitions, partnering on community events, donating scholarship and sponsorship support, serving as mentors, supporting curriculum development and research projects, and providing internships. We look forward to continued participation in these areas and others in the future.

As the global economy continues to change, the significance of global business education has never been more important for our next generation of global leaders. As representatives of all of the constituent groups the CIBER program was designed to serve, we are committed to supporting you and the CIBER team in delivering that education to our community.

Sincerely,



Johnathan Bensky
Chair, CIBER Advisory Board
President & CEO, Pacific Northwest Advisors



Ken Dixon
Chair, Global Business Advisory Board
Retired Partner, Deloitte & Touche LLP

On behalf of CIBER Advisory Board Members:

Marie Anchordoguy, Professor, Japan Studies Program, Jackson School of International Studies, University of Washington
Maria Bianchi-Lastra, International Business Development Professional
A Boungjaktha, Interim President, Trade Development Alliance
Mark Calhoon, Senior Managing Director, Washington State Department of Commerce
Justin Calvo, Global Digital Marketing Director, Avanade
Xiao-Ping Chen, Associate Dean for Academic and Faculty Affairs, Foster School of Business
Greg Dalzell, Senior Vice President, Corporate Foreign Exchange, Wells Fargo
Dan Dang, Co-President, MBA Global Business Association, Foster School of Business, University of Washington
Debadutta Dash, Co-Chair, Washington State and India Trade Relations Action Committee
Nishika de Rosario, CEO, Experiential Insights
Priya Gupta, Global Business Association Co-President, Foster School of Business, University of Washington
Jim Kern, President, International Market Brands
Carrie Pederson, Partner, FactorX, LLC
Dana Raigrodski, Executive Director, Global Affairs, UW School of Law
Jeffrey Riedinger, Vice Provost for Global Affairs, University of Washington
Sam Kaplan, Director, Center of Excellence for Global Trade and Supply Chain Management, Highline Community College
Diane Mooney, International Trade Specialist, U.S. Commercial Service
Honorio Todino, Faculty, International Business, North Seattle College
Judith Wasserheit, Chair & Professor, Department of Global Health, University of Washington
Mark Wen, President, Washington State China Chamber of Commerce

On behalf of Global Business Advisory Board Members:

Hans Aarhus, MBA Alumnus, Foster School of Business (1989); Business Community Member
Marco Abbruzzese, Senior Regional Managing Director, Wells Fargo Private Bank
Michael Atkinson, Vice President of Sales and Business Development, Doosan GridTech
Larry Calkins, Retired CFO/ Executive Consultant to the CEO, Holland America Line
Bill Franklin, President, Franklin International.
Brian Golob, Founding Partner & CEO, Golob Partners
David Hovind, Retired President, PACCAR
Charles Jemley, Retired Senior Vice President, Finance, Starbucks Coffee International
Nader Kabbani, Vice President, WW Amazon Flex, Amazon
Gary Kotzen, Retired Vice President, GMM Corporate Foods, Costco Wholesale Corporation
Steve McMillan, Executive Vice President of Global Services, F5 Networks
Flip Morse, Senior Vice President, Corporate Resources, Nintendo of America, Inc.
Chris Nielsen, President, Laurelhurst Capital Management, LLC
Ray Risco, President, RSolutions
Liz Tinkham, Retired Managing Director, Accenture
Jeri Wait, Founder, Orca Wave

April 23, 2018

The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Madam Secretary,

I am writing in support of the University of Washington's proposal for grant funding from the U.S. Department of Education under the Center for International Business Education and Research (CIBER) program. The CIBER mandates directly tie to the UW and North Seattle's international education commitment and objectives—no longer can any institution think of economies or the workforce in anything short of global terms.

The significance and need for global understanding and competitiveness continues to grow in the United States and specifically the PNW trade dependent region. By expanding international business education opportunities in the region, our partnership can provide access to a wider range of students. Since the establishment of North Seattle College's International Business Bachelor of Applied Science (IB BAS) degree, there have been successful synergies between the international business activities of both institutions. To date, this partnership has resulted in professional development in international business for faculty at North Seattle, curriculum development grants, global case competition training for students at North Seattle, and study abroad scholarships.

Looking forward, we plan to continue the collaborations above while sharing best practices in online global business education. For example, North Seattle has created a successful collaborative course and consulting project that connects our students virtually with peers at technical colleges in Malaysia and Australia. UW CIBER is working to globalize the new online MBA and expand global virtual course offerings across degree programs. By creating more synergies between our programs, we can also maximize resources. One specific plan will be to livestream global business speakers at the UW so that North Seattle students, many of whom work full-time, can have access.

We look forward to continuing our partnership and finding new ways of collaborating with the UW CIBER to provide quality and relevant international education opportunities that will benefit students, faculty and businesses in our region.

Sincerely,



Aaron Korngiebel, M.A.
Interim Dean of Workforce Instruction
North Seattle College



April 2, 2018

The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Madam Secretary,

I am writing in support of proposals from the University of Washington (UW) Center for International Business Education & Research, the UW Canadian Studies Center and the UW Center for Global Studies for grant funding from the U.S. Department of Education.

Northwest Indian College is located on the Lummi Indian Reservation in Washington State, 20 miles south of the Canadian border with six full-service extended campus sites. It is the only accredited Tribal college serving the states of Washington, Oregon, and Idaho. Our students represent over 90 Tribal nations. The college offers four Bachelor's degrees including one in Tribal Governance and Business Management. We are pleased to collaborate with our UW colleagues during 2018-2022 to develop a concentration within this degree program focused on tribal international economy and business relations.

Specifically, we plan to develop and deliver the courses required for this concentration including one focused on trade and another addressing the future of international economics and business relations. The international context will include U.S.-Canada cross-border and inter-Tribe relations as well as global economic growth opportunities and challenges more broadly. These courses and the resultant concentration will incorporate international, intercultural, and global dimensions into the business curriculum of Northwest Indian College. As a result, our graduates will be better prepared to succeed in Tribal governance, international relations, and business management.

We hope this collaboration and its results will be a model for the other 31 Tribal colleges nationally and plan to share best practices. We also look forward to exploring other areas of mutually beneficial collaboration during this grant cycle and beyond.

Sincerely,

Bernice Portervint
Dean of Academics and Distance Learning
Northwest Indian College

April 27, 2018

The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Madam Secretary,

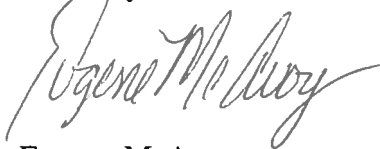
I am writing in support of proposals from the University of Washington (UW) Center for International Business Education & Research and the UW East Asia Center for grant funding from the U.S. Department of Education.

Everett Community College is one of thirty-four community and technical colleges in Washington State. We educate more than 19,000 students each year, nearly 30% of whom are first-generation students. The college offers associate's degrees in seven areas including business and has a robust world languages program. We are pleased to collaborate with our UW colleagues during 2018-2022 to develop Japanese language courses for business purposes as well as internship opportunities for students of those courses.

These new courses and internships will build on and enhance our existing Japanese Language and associated interdisciplinary studies programs. Students who successfully complete the first-year sequence will be eligible to apply for internships at companies in Japan and the Pacific Northwest that conduct business in Japanese. As a result, students will have the opportunity to listen, learn, and converse in "business Japanese" while they attend meetings, review reports, and gain invaluable practice and proficiency with their language skills and exercise of Japanese business protocol.

We hope this collaboration and its results will be a model for other community and technical colleges nationally. We also look forward to exploring other areas of mutually beneficial collaboration during this grant cycle and beyond.

Sincerely,



Eugene McAvoy
Dean, Communication and Social Sciences Division
Everett Community College

Supplement # 8: 2018-2022 Grant Overview

	Section 612: General Purpose			Section 612: Special Rule Purpose		
	1	2	3	4	5	6
Authorized Activities/Mandates	Be national resources for the teaching of improved business techniques, strategies, & methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages & international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, & other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs & providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students & institutions of higher education located within their region
Foundational Programs	National Business Institutes for Community College Faculty Global Business Case Competition CIBER Business Language Conference NASBITE Conference & Certification National District Export Council Forum	Certificate of International Studies in Business (CISB) Business Language Instructional Resources Business Language Case Competition Language Diplomas Business Language Scholarships	Faculty Development Across Trade Networks Faculty & PhD Fellows Library Resource Grants Departmental Seminar Support Study Abroad Development Grants	Study & Internships Abroad Russell Investments International Case Competition Global Business Forum Global Consulting Projects Global Business for High Schools Global Student Leaders Program	Doing Global Business Series Business Growth Projects Tateuchi Asian Business Distinguished Speakers Executive & Technology Management MBA Study Tours	Northwest International Business Educators Network (NIBEN) Community College Master Teacher Institute AIB West CIBER Western Regional Conference
New Initiatives	National CIBER Export and Workforce Development Initiative MSI and CC Consortium Arctic Renewable Energies Conference Global Tech Talks China Town Hall Asian Studies Fellows Program	Critical Language Fellows Language and Culture Essentials Business Language Abroad Chinese for Professional Purposes: An Advanced Course Series Model EU	Global Innovation Exchange Team Research Collaborative Online International Learning (COIL) Grants Managing the Global Workforce Course Global Awareness Survey International Business Compliance Course	Global Careers Accelerator Global Startup Series MBA Global Mindset Initiative Undergraduate Global Business Perspective Requirement Global Health Business Case Competition International Accounting Initiative	Export Readiness Programs Taiwan Business Conference Cloud Computing Global Expansion Projects Global Business Law Institute Partnership	NW Indian College Curriculum Development Regional Community College Partnerships Community College Business Language Partnership NW Regional Case Competition Regional BISNET

Supplement #9: Meeting the Purpose of the Authorizing Statute

Authorized Activities/Mandates	Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, and other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students and institutions of higher education located within their region
Mandate 1 - National Resources						
National Business Institutes for Community College Faculty	◆		◇			◇
Global Business Case Competition	◆			◇	◇	◇
CIBER Business Language Conference	◆	◇	◇			◇
NASBITE Conference & Certification	◆				◇	
National District Export Council Forum	◆				◇	
National CIBER Export and Workforce Development Initiative	◆			◇	◇	
MSI and CC Consortium	◆		◇	◇		
Arctic Renewable Energies Conference	◆			◇	◇	◇
Global Tech Talks	◆			◇	◇	◇
China Town Hall	◆			◇	◇	◇
Asian Studies Fellows Program	◆	◇	◇			◇
Mandate 2 - Critical Foreign Languages						
Certificate of International Studies in Business		◆		◇	◇	
Business Language Instructional Resources		◆	◇	◇		◇
Business Language Case Competition		◆		◇		
Language Diplomas		◆		◇		
Business Language Scholarships		◆		◇		
Critical Language Fellows		◆		◇		
Language and Culture Essentials		◆		◇		
Business Language Abroad		◆		◇		
Chinese for Professional Purposes: An Advanced Series		◆		◇		◇
Model EU		◆		◇		◇

◆ = Indicates the primary mandate that each program serves
 ◇ = Indicates the other mandates addressed by each program

Supplement #9: Meeting the Purpose of the Authorizing Statute

Authorized Activities/Mandates	Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, and other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students and institutions of higher education located within their region
Mandate 3 - Research & Training						
Faculty Development Across Trade Networks			◆			◇
Faculty & PhD Fellows	◇		◆	◇	◇	◇
Library Resource Grants			◆			◇
Departmental Seminar Support			◆			
Study Abroad Development Grants			◆	◇		
Global Innovation Exchange Team Research	◇		◆	◇	◇	
Collaborative Online International Learning (COIL) Grants			◆	◇		◇
Managing the Global Workforce Course			◆	◇		
Global Awareness Survey	◇		◆			◇
International Business Compliance Course			◆	◇		
Mandate 4 - Training for Students						
Study & Internships Abroad		◇		◆		
Russell Investments International Case Competition		◇		◆	◇	
Global Business Forum		◇		◆		
Global Consulting Projects				◆	◇	
Global Business for High Schools				◆		
Global Student Leaders Program				◆		
Global Careers Accelerator				◆	◇	
Global Startup Series				◆	◇	
MBA Global Mindset Initiative				◆		
Undergraduate Global Business Perspective Requirement		◇		◆		
Global Health Business Case Competition	◇	◇		◆		
International Accounting Initiative		◇		◆		

Supplement #9: Meeting the Purpose of the Authorizing Statute

Authorized Activities/Mandates	Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, and other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students and institutions of higher education located within their region
Mandate 5 - Regional Resources to Businesses						
Doing Global Business Series				◇	◆	◇
Business Growth Projects				◇	◆	
Tateuchi Asian Business Distinguished Speakers		◇		◇	◆	◇
Executive & Technology Management MBA Study Tours		◇		◇	◆	
Export Readiness Programs	◇			◇	◆	
Taiwan Business Conference	◇	◇	◇	◇	◆	◇
Cloud Computing Global Expansion Projects				◇	◆	
Global Business Law Institute Partnership		◇	◇	◇	◆	◇
Mandate 6 - Regional Faculty, Students & Institutions						
Northwest International Business Educators Network	◇		◇			◆
Community College Master Teacher Institute			◇			◆
AIB West	◇		◇			◆
CIBER Western Regional Conference	◇		◇			◆
NW Indian College Curriculum Development	◇		◇	◇		◆
Regional Community College Partnership			◇	◇		◆
Community College Business Language Partnership		◇		◇		◆
NW Regional Case Competition				◇		◆
Regional BISNET						◆

Supplement #10: Competitive and Invitational Priorities

Competitive Preference Priority (CPP) /Invitational Priority (IP)	Programs
<p>CPP1: <i>collaborate with one or more professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities.</i></p>	<p><u>New Initiatives:</u></p> <ul style="list-style-type: none"> • Cloud Computing Global Expansion Projects • Export Readiness Programs • Global Careers Accelerator • Global Startup Series • National CIBER Export and Workforce Development Initiative <p><u>Ongoing Foundational Programs:</u></p> <ul style="list-style-type: none"> • Business Growth Projects • Certificate of International Studies in Business (CISB) • Global Consulting Projects • Study and Internships Abroad
<p>CPP2: <i>significant and sustained collaborative activities with a Minority-Serving Institution or a community college</i></p>	<p><u>New Initiatives:</u></p> <ul style="list-style-type: none"> • Asian Studies Fellows Program • Collaborative Online International Learning (COIL) Grants • Community College Business Language Partnership • MSI and CC Consortium • NW Indian College Curriculum Development • NW Regional Case Competition • Regional Community College Partnerships <p><u>Ongoing Foundational Programs:</u></p> <ul style="list-style-type: none"> • CIBER Western Regional Conference • Community College Master Teacher Institute • National Business Institutes for Community College Faculty • Northwest International Business Educators Network
<p>IP: <i>Programs or Activities Focused on Language Instruction and/or Performance Testing and Assessment</i></p>	<p><u>New Initiatives:</u></p> <ul style="list-style-type: none"> • Business Language Abroad • Chinese for Professional Purposes: An Advanced Course Series • Community College Business Language Partnership • Critical Language Fellows • Language and Culture Essentials <p><u>Ongoing Foundational Programs:</u></p> <ul style="list-style-type: none"> • Business Language Case Competition • Business Language Instructional Resources • Business Language Scholarships • Certificate of International Studies in Business (CISB) • CIBER Business Language Conference • Language Diplomas

Supplement #11: Mandatory and Permissible Activities

Programs	Programmatic Requirements						Permissible Activities					
	Interdisciplinary programs incorporating language & international studies into business curricula	Interdisciplinary programs providing business training for foreign language & int'l studies faculty/students	Programs such as intensive language programs for the business community to enhance international skills	Collaborative programs involving other institutions	Research to strengthen int'l aspects of business education	Research designed to promote the international competitiveness of business	Establishment of overseas internships	Linkages with foreign institutions	Summer institutes in international business, foreign area studies, foreign languages, and international studies	Development of study abroad opportunities	Outreach to other institutions	Programs encouraging the advancement and understanding of technology-related disciplines
Mandate 1 - National Resources												
National Business Institutes for Community College Faculty	♦			♦							♦	
Global Business Case Competition				♦				♦			♦	♦
CIBER Business Language Conference	♦	♦		♦							♦	
NASBITE Conference & Certification			♦	♦								
National District Export Council Forum			♦	♦								
National CIBER Export and Workforce Development Initiative			♦	♦								
MSI and CC Consortium	♦			♦						♦	♦	
Arctic Renewable Energies Conference			♦	♦		♦		♦				
Global Tech Talks		♦	♦								♦	♦
China Town Hall			♦								♦	
Asian Studies Fellows Program	♦			♦	♦						♦	
Mandate 2 - Critical Foreign Language												
Certificate of International Studies in Business	♦						♦	♦		♦		
Business Language Instructional Resources	♦	♦										
Business Language Case Competition	♦			♦							♦	
Language Diplomas												
Business Language Scholarships									♦			
Critical Language Fellows	♦											
Language and Culture Essentials	♦	♦										
Business Language Abroad	♦	♦						♦	♦	♦		
Chinese for Professional Purposes: An Advanced Course Series	♦	♦										
Model EU				♦							♦	

Supplement #11: Mandatory and Permissible Activities

Programs	Programmatic Requirements						Permissible Activities					
	Interdisciplinary programs incorporating language & international studies into business curricula	Interdisciplinary programs providing business training for foreign language & int'l studies faculty/students	Programs such as intensive language programs for the business community to enhance international skills	Collaborative programs involving other institutions	Research to strengthen int'l aspects of business education	Research designed to promote the international competitiveness of business	Establishment of overseas internships	Linkages with foreign institutions	Summer institutes in international business, foreign area studies, foreign languages, and international studies	Development of study abroad opportunities	Outreach to other institutions	Programs encouraging the advancement and understanding of technology-related disciplines
Mandate 3 – Research & Teaching												
Faculty Development Across Trade Networks	◆			◆	◆			◆				
Faculty & PhD Fellows					◆	◆		◆				
Library Resource Grants					◆	◆						
Departmental Seminar Support					◆			◆				
Study Abroad Development Grants	◆	◆						◆		◆		
Global Innovation Exchange Team Research				◆	◆	◆		◆				◆
Collaborative Online International Learning (COIL) Grants	◆			◆				◆		◆	◆	
Managing the Global Workforce Course	◆											
Global Awareness Survey				◆	◆							
International Business Compliance Course	◆	◆										
Mandate 4 - Training for Students												
Study & Internships Abroad	◆	◆		◆			◆	◆	◆	◆	◆	◆
Russell Investments International Case Competition		◆										◆
Global Business Forum	◆											
Global Consulting Projects	◆									◆		
Global Business for High Schools				◆							◆	
Global Student Leaders Program												
Global Careers Accelerator	◆	◆								◆		◆
Global Startup Series			◆		◆				◆			
MBA Global Mindset Initiative	◆											
Undergraduate Global Business Perspective Requirement	◆							◆				

Supplement #11: Mandatory and Permissible Activities

Programs	Programmatic Requirements						Permissible Activities					
	Interdisciplinary programs incorporating language & international studies into business curricula	Interdisciplinary programs providing business training for foreign language & int'l studies faculty/students	Programs such as intensive language programs for the business community to enhance international skills	Collaborative programs involving other institutions	Research to strengthen int'l aspects of business education	Research designed to promote the international competitiveness of business	Establishment of overseas internships	Linkages with foreign institutions	Summer institutes in international business, foreign area studies, foreign languages, and international studies	Development of study abroad opportunities	Outreach to other institutions	Programs encouraging the advancement and understanding of technology-related disciplines
Mandate 4 - Training for Students (continued)												
Global Health Business Case Competition		♦										
International Accounting Initiative	♦									♦		
Mandate 5 - Regional Resources to Businesses												
Doing Global Business Series			♦									♦
Business Growth Projects	♦					♦						
Tateuchi Asian Business Distinguished Speakers		♦	♦								♦	
Executive & Technology Management MBA Study Tours	♦		♦					♦		♦	♦	♦
Export Readiness Programs			♦									
Taiwan Business Conference		♦	♦		♦	♦		♦			♦	
Cloud Computing Global Expansion Projects	♦					♦						♦
Global Business Law Institute Partnership	♦	♦	♦		♦	♦						
Mandate 6- Regional Faculty, Students & Institutions												
Northwest International Business Educators Network	♦			♦		♦					♦	
Community College Master Teacher Institute	♦	♦		♦					♦		♦	
AIB West				♦	♦	♦		♦			♦	
CIBER Western Regional Conference	♦			♦							♦	
NW Indian College Curriculum Development	♦			♦							♦	
Regional Community College Partnership	♦			♦						♦	♦	
Community College Business Language Partnership	♦	♦		♦			♦			♦	♦	
NW Regional Case Competition				♦							♦	♦
Regional BISNET				♦						♦	♦	

Supplement #12: Foundational Program Descriptions

Note: Descriptions of New Initiatives, occasionally referenced in bold below, are provided in Section 1 of the grant proposal narrative.

Mandate #1 – Be a national resource for the teaching of improved business techniques, strategies and methodologies that emphasize the international context in which business is transacted

National Business Institutes for Community College Faculty

These one- and two-day institutes are designed to provide participants with the knowledge, experience and resources they need to internationalize general business courses and/or develop specialized international business courses. Offered four-to-six times per year at community colleges around the country, topics covered include: classroom tools and course development, developing and maintaining IB programs, and best practices in international business integration. By offering institutes at multiple locations, components can be customized to address regional needs for faculty and curriculum development. Michigan State University will lead a consortium of CIBERs offering these institutes to develop and build a national network of community college faculty with global business expertise. UW CIBER will offer one institute annually in the Pacific Northwest. The primary partners for this program are the National Association for Community College Entrepreneurship (NACCE) and Community Colleges for International Development (CCID).

Global Business Case Competition (GBCC)

An annual competition designed for undergraduates from top universities worldwide to apply their business knowledge and skills to a global business challenge. It was created in collaboration with corporate sponsors such as Boeing, Costco, Starbucks and Wells Fargo to help meet their global talent needs. The competition originated in 1999 and has been replicated around the world. Student teams spend an entire week at UW building their cross-cultural and global business skills. They analyze two international business cases commissioned for the competition and present their recommendations to corporate judges. In addition, UW undergraduate business students acquire leadership skills by helping to organize and run this weeklong event. Teams hail from around the world, and we will continue our tradition of reaching out to new schools from countries that have not participated in the past. To date, we have hosted more than 100 universities from over 50 countries. In this grant cycle, we leverage our two decades of experiences with GBCC and propose the **NW Regional Case Competition** which creates an international business case experience for regional schools including several of our partner community colleges.

CIBER Business Language Conference

For 20 years, the CIBER network has co-sponsored a national three-day conference to expand language learning opportunities for business application at higher education institutions across the country. In recent years, we have partnered with the International Symposium on Languages for Specific Purposes to maximize the reach and impact. The conference challenges participating scholars and instructors (from universities, colleges, K-12, businesses and governmental organizations) to inspire new lines of research, rethink teaching techniques, and create links between language classrooms and real businesses. In today's global marketplace, knowledge of foreign languages in business contexts is more critical than ever for successful job performance, business growth, and economic prosperity. Effective teaching of business languages is thus paramount, as is innovative research that moves the field of business languages forward. UW CIBER will continue to support this conference and its contributions to U.S. global competitiveness. The next conference will be held in 2020.

Supplement #12: Foundational Program Descriptions

NASBITE Conference & Certification

Founded in the PNW nearly 30 years ago, the National Association of Small Business International Trade Educators (NASBITE) is the only organization that serves both academics and practitioners in the global business profession. It hosts an annual conference, including a small business exporters summit, and administers the Certified Global Business Professional (CGBP) credential which provides a benchmark for competency in global commerce. The CGBP designation demonstrates an individual's ability to conduct global business, including global business management, global marketing, supply chain management, and trade finance. To date nearly 1700 candidates have received the credential. UW CIBER will support NASBITE's annual conference as well as preparation for individuals in the PNW region to secure the credential. In addition, we will present webinars on international business and trade topics to NASBITE members.

National District Export Council Forum

This annual conference organized by the US Chamber of Commerce and the National District Export Council is designed to help US businesses take advantage of established and emerging export opportunities. It provides the 150+ participants with up-to-date market intelligence and helps them develop practical strategies for exporting their goods/services into new markets. The 2017 Forum had several panels focused on key export issues such as export controls, trade policy and the EXIM bank. UW CIBER collaborates with the CIBER network to support this conference with speakers, marketing, and other resources.

Mandate #2 – Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners

Certificate of International Studies in Business (CISB)

The nationally ranked undergraduate CISB program is structured by language tracks to combine business education with language and area studies training. The tracks meet weekly with a faculty advisor proficient in the language to hear from guest speakers, practice business language skills, participate in business case analysis exercises, and discuss business issues in the regions in which the language is spoken. CISB students also work in teams each year on the 'Foreign Market Strategy Project.' Teams act as consultants and grapple with a real business problem over the course of three months. Past projects have provided expansion strategies for MOD Pizza, Zulily and Smartsheet. Current languages represented in the tracks are Arabic, Chinese, Finnish, French, German, Hindi, Italian, Japanese, Lithuanian, Portuguese, Spanish and Swedish. Many of these **languages are designated critical** by the U.S. Department of Education and other federal agencies. Graduates of the program are working for organizations such as Deloitte, Microsoft, Nike, Starbucks and the US State Department. During the next four years, we plan to utilize technology and our expanding regional and global alumni network to create additional opportunities for the language tracks to interact with native speakers and make career connections.

Business Language Instructional Resources

This program supports a broad range of activities, including direct support for dedicated business language courses, business language grants for curriculum development, and travel support for faculty to attend business language conferences and other professional development programs. The program also creates business language learning opportunities for students through guest speakers, both on and off-campus. Past projects have included course development for hybrid online Business Portuguese, the

Supplement #12: Foundational Program Descriptions

creation of the published textbook *Un buon affare - Italian for Business*, Japanese business language module development, and Latin American entrepreneurship cases for Business Spanish. In this grant cycle, we plan to focus our resources on less commonly taught languages and areas of national need.

Business Language Case Competition

We will continue our partnership with BYU and other institutions on the annual Business Language Case Competition, a competition conducted entirely in a language other than English. This unique business language learning experience helps develop critical skills and business vocabulary. The competition provides business students from across the US with the opportunity to 1) showcase their business acumen and foreign language skills, 2) sharpen their presentation skills for real-life global business situations, and 3) network with international business professionals who serve as judges and coaches. Current language offerings are Chinese and Spanish.

Language Diplomas

Language proficiency at the 3rd year university-level is a key component of the undergraduate CIBS program. Many students exceed this minimum requirement. We will continue to support CIBS and other business students in obtaining official certification of their proficiency through internationally recognized language exams. Since 2010 over 45 students have taken language exams and are now using their language at companies including Amazon, Microsoft, Starbucks, and Deloitte Tohmatsu Consulting. By consistently offering this support we can help more students in their global career paths. This program will also provide a tool for evaluating the effectiveness of language study in the CIBS program.

Business Language Scholarships

In addition to our successful annual study abroad scholarship program for students with demonstrated financial need (\$93,000 non-federal funds awarded in 2018), we will continue to offer a competitive set of scholarships for students who participate in programs that require them to use another language in an academic setting (\$22,000 non-federal funds awarded in 2018). We are partnering with our fundraising colleagues to increase the scholarship pool in order to increase access to these critical overseas learning opportunities.

Mandate #3 – Provide research and training in the international aspects of trade, commerce, and other fields of study

Faculty Development Across Trade Networks

The Pacific Northwest is one of the most trade-dependent regions in the country and relies on the strengths of Asia-Pacific trade networks. It is vital that all Foster School faculty have professional experience with the region's top trading partners and networks. Our goal is to have 100% of Foster faculty with Asia-Pacific trade network experience by 2025. We will accomplish this goal through study trips organized specifically for Foster School faculty, starting with Washington State's top trading partners (China, Japan, Canada, UAE, South Korea), as well as supporting faculty participation in study trips organized by other CIBERS to these destinations. To date, we have successfully delivered two faculty study trips to China. These trips included high-level meetings with government entities, multinational corporations, university partners, and alumni.

Supplement #12: Foundational Program Descriptions

Faculty & PhD Fellows

The primary objective of this program is to support the creation and dissemination of influential research on global business issues. This program provides research grants, as well as travel grants for research purposes, to support faculty and doctoral students. Ultimately, this research will be incorporated into their teaching and eventually into management practice. There are currently 25 Fellows. They regularly publish in top tier journals and present at leading conferences including the Academy of Management and the American Finance Association. Faculty Fellow Dr. Thomas Lee also serves on the editorial board of the *Journal of International Business Studies*. Recent Faculty Fellow research topics have included: the impact of strategic leadership on healthcare systems in India, the influence of global political risks on capital flows, and leadership trends in Chinese Private Entities. In addition to expanding the Fellows program to faculty from non-business disciplines, UW CIBER plans to create regular opportunities for faculty to share their research findings with practitioners.

Library Resource Grants

This program provides direct support to the libraries in order to have the most complete and up-to-date international business resources and databases. In this grant cycle, we will partner with the Scholarly Communication and Publishing team of the UW Libraries to create an open access publishing fund for global business scholars. As a result, UW global business research will be more readily available to academics and students at institutions with more limited library budgets, such as MSIs and CCs. In addition, it will be accessible to business practitioners and high school students, thereby broadening the impact. Several Foster School faculty currently publish research in open access journals. We look forward to expanding the pool of faculty who do this and to subsidizing the publishing expenses for PhD students.

Departmental Seminar Support

To encourage globally-focused research, UW CIBER provides financial support to the departmental seminar series in the Foster School. If a visiting speaker is presenting a paper on an international topic, the department can apply to CIBER for travel support. For example, in Winter 2017 the Department of Finance & Business Economics hosted Mikhail Simutin of the University of Toronto. Dr. Simutin presented a paper entitled “*The best of both worlds: Accessing emerging economies via developed markets*” that proposes an alternative to investing in emerging economies’ shallow equity markets. His diversification approach exploits the global connectedness of developed countries to gain exposure to emerging countries’ overall economies.

Study Abroad Development Grants

Leading a group of students overseas can be a rewarding professional development experience for faculty, but it can also be a tremendous amount of work to launch a new program. Ideally, faculty leaders should have a deep understanding of the country and the business environment where the study abroad program will take place. The study abroad development grants will enable faculty to visit a target country to develop new programs, especially in targeted regions, such as Southeast Asia, where fewer study abroad opportunities are available.

Supplement #12: Foundational Program Descriptions

Mandate #4 – Provide training to students enrolled in the institution in which the center is located

Study & Internships Abroad

UW CIBER supports a wide variety of overseas study and internship opportunities for business students. These include: semester-long exchange programs with 33 global peer institutions, faculty-led month-long exploration seminars for undergraduates, business core courses abroad, two-week intensive global business study tours, and provider programs that include international internships. More than 400 students participate in these programs annually and earn academic credit. They have gained global business knowledge and career skills by traveling to locations from Brazil and Germany to Indonesia and Israel. All participants are supported extensively both before and after their experience abroad. For example, for each faculty-led study abroad program, academic and business experts deliver several hours of pre-departure training on the destination, global business, and cross-cultural sensitivity. In this grant cycle, we propose the new **Language and Culture Essentials** program to provide augmented training in area studies and language during pre-departure. Upon return, re-entry support helps students integrate their learning with their academic and career objectives. For the 2018-2022 grant cycle, we plan to enrich these experiences abroad by tapping into our expanding global alumni network. Students will have informational interviews with, or work on a consulting project for, alumni based outside the US. Alumni will also virtually mentor students upon their return about job opportunities utilizing their new knowledge and skills.

Russell Investments International Case Competition (RIICC)

Case competition participation directly benefits students in career preparation. As a result, the number and importance of case competitions continues to grow at business schools globally. RIICC is an internal case competition for more than 100 undergraduate students each year. This competition focuses on international business topics such as foreign market entry and global supply chain management. During the competition, student teams have just 48 hours to prepare their analysis before presenting to panels of corporate, alumni, and faculty judges. In the years ahead, we will enrich this program in two key ways: 1) leading up to the competition, we will host several training workshops on tools for global case analysis in partnership with our Global Case Competition Club. These workshops will expand access to this invaluable training opportunity for students across campus; and 2) we will identify the top competitors in RIICC and support student travel to international competitions. These opportunities not only allow students to hone their analytical skills, but to enhance their cross-cultural learning through interaction with students from all over the world.

Global Business Forum

The Global Business Forum is a themed graduate-level speaker-series course designed to look at current trends in global business and international issues facing companies. Leaders from international businesses and other organizations, as well as faculty members from various departments and specializations are invited to share their perspectives with seminar participants. The format is designed to generate discussion between the speakers and the students. Each quarter the forum focuses on a specific issue, industry, or geographic region. Topics for the coming year include: *Trade Policy: Tariffs and Sanctions*, *Doing Business with Central and South America*, and *Resilient Global Leadership*. Two sections, one during the day and one in the evening, ensure that all MBA students have access to this program. Going forward, we will work with partner universities abroad on jointly offered sessions using virtual/streaming technology. In addition, we will deepen the community engagement and reflection components of the course.

Supplement #12: Foundational Program Descriptions

Global Consulting Projects

Based on success with pilot projects, we plan to increase the number of overseas consulting projects offered to students. Since 2011, UW CIBER has run a Global Consulting Project in India, where MBA students gain strategy consulting experience with an NGO. In the past two years, we piloted private sector consulting projects with both a PNW company hoping to expand its market share in China and a Chinese company focused on brand expansion. Students benefitted from combining the consulting experience with overseas visits.

Global Business for High Schools

This program engages high school students and teachers in global business education through three avenues. First, our partnership with the national Academy of Finance (AOF) program brings high school students and teachers to UW to participate in a full-day workshop. As a result of their AOF participation, these high schools have incorporated global business case analysis projects into their curriculum. Second, the EY-sponsored Young Executives of Color (YEOC) Program brings over 100 underrepresented students from regional high schools to monthly sessions at UW. One of their sessions, “International Experiences and Careers,” highlights trade, study abroad, and the importance of learning foreign languages. Finally, we will also partner with the Jackson School of International Studies Center for West European Studies on the Euro-Challenge, which teaches regional high school students financial literacy and public speaking skills. We will also launch a new Euro-Challenge Teacher Training workshop, which will provide teachers with tools and resources to prepare their students for the Euro-Challenge.

Global Student Leaders Program

UW CIBER is committed to student leadership development. We run two global leadership programs – one for MBA students and one for undergraduate business students. At the MBA level, students serve on a student leadership board which provides UW CIBER with student perspectives on global business education. The MBA board also produces globally-focused events and provides guidance on the Global Business Certificate and the MBA Global Business Study Tour program. At the undergraduate level, 20 top business students apply for roles as Global Ambassadors. They receive cross-cultural training and then have the opportunity to practice those skills by serving as ambassadors for incoming exchange and international students. Student leaders at both the undergraduate and graduate levels gain leadership experience and benefit from mentorship by Global Business Advisory Board members.

Mandate #5 – Serve as a regional resource to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses

Doing Global Business Series

Each year, UW CIBER partners with local trade organizations to deliver seminars and workshops for the business community to build their global competitive capacity. One of our 2017 seminars focused on the *Future of North American Trade* with the World Affairs Council. We also partner with the Jackson School of International Studies National Resource Centers on events such as our recent *ASEAN, Maritime Security, Trade, and the Trump Administration* which featured the US Ambassadors to Indonesia, Laos, Thailand, and Vietnam. In this next grant cycle, we will create an annual series aligned with our grant themes. For example, *Doing Global Business in Asia-Pacific* or *Doing Global Business in the Digital Economy*. These public forums will feature expert speakers and will engage students, faculty, and the business community in discussion of international topics. By partnering with professional

Supplement #12: Foundational Program Descriptions

associations, we will expand employment opportunities for students, as well as maximize participation and leverage our resources.

Business Growth Projects

Consulting teams of business students work with companies to explore international growth opportunities and provide strategic recommendations under the supervision of a faculty advisor. Utilizing their training in management, finance, marketing and technology, the teams conduct in-depth analyses to evaluate new business opportunities and to solve strategic problems associated with global customers, partners, or suppliers. The students gain hands-on experience, industry knowledge, and connections for internship and job opportunities. The corporate clients get valuable outside perspectives, actionable recommendations, and insight into potential employees.

Tateuchi Asian Business Distinguished Speakers

With its Asia-Pacific expertise, UW CIBER is ideally situated to bring together the academic and business communities through a distinguished speaker series focused on Asian business. We will continue to deliver this series in partnership with the Tateuchi Foundation, whose goals are the promotion of international understanding, knowledge, and US-Japanese relations. In 2017 we featured Ambassador Ichiro Fujisaki speaking on the topic of US-Japanese political and business relations. For 2018 we are planning to focus on the digital economy ties between these two major trade partners. The annual event draws 200 participants, plus a national and international online audience.

Executive & Technology Management MBA Study Tours

Successful business executives must intimately understand the challenges posed by today's competitive global environment and economy. To provide first-hand knowledge about business practices, legal, political, historical and economic issues in different countries, the Executive MBA (EMBA) and Technology Management MBA (TMMBA) Programs both offer study tours targeted to the unique needs of their executive student populations. For EMBA, this is a required international immersion prior to their second year. For TMMBA, it is an optional activity in the spring of their second year. In 2017-2018, the TMMBA program took students to Sweden and the Netherlands. In recent years, EMBA students visited Vietnam, Chile, Peru, and China. UW CIBER is regularly called upon to provide resources and expertise to prepare students for these experiences.

Mandate #6 – Serve other faculty, students and institutions of higher education located within the region

Northwest International Business Educators Network (NIBEN)

The primary objective of NIBEN, created by UW CIBER in 1991, is to increase the knowledge and skills of the region's international business faculty. NIBEN serves as a significant regional resource to a membership network of over 400 individuals from more than 50 academic institutions in Alaska, British Columbia, Idaho, Montana, Oregon, and Washington. During 2018-2022, NIBEN activities will include outreach to minority-serving higher education institutions in the region, and curriculum development, research, and travel grants for NIBEN faculty members. We will expand the use of technology to enable sharing of best practices in a cost-effective way. In addition, this network will be instrumental in the successful implementation of **Regional BISNET** and the **NW Regional Case Competition**.

Supplement #12: Foundational Program Descriptions

Community College Master Teacher Institute

Established in 2003, this annual summer institute brings community college instructors from Washington State together to discuss international studies issues, develop curricula, and integrate international topics into the broader campus dialogue. The institute is co-sponsored by the UW National Resource Centers and the Northwest International Education Association (NIEA). Previous institute themes include: Ethno-Religious Conflict in the World, Human and Environmental Security, and Humanitarian and Disaster Relief. Curricular innovations and other materials produced are presented annually at the NIEA workshop. During the 2018-2022 grant cycle, we will partner to add business content, perspectives, and faculty participants.

Academy of International Business West

In October 2015, the Academy of International Business West Chapter (AIB West) launched its first annual conference at UW. AIB-West is one of 16 chapters of the worldwide Academy of International Business, the leading academic organization for scholars and practitioners of international business. The West Chapter represents 13 states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. The AIB-West annual conference provides a venue for scholars and practitioners to discuss the latest ideas in international business. The 2018 conference will be hosted by the University of Denver. UW CIBER will provide grants to support faculty participation as well as research dissemination.

CIBER Western Regional Conference

This regional faculty development conference is designed for educators and administrators interested in internationalizing their business programs and curricula or further developing international business expertise. The 2016 conference focused on *New Forces Shaping the Future of International Business Education* and featured speakers from business, academia, and government. 34% of the faculty participants were from Minority-Serving Institutions or community colleges. The next conference is planned for 2019.

Supplement #13: Foster School Degree Programs

Undergraduate Degree Program

- Bachelor of Arts in Business Administration (BA BA)
- Certificates:
 - Certificate of International Studies in Business (CISB)
 - Professional Sales Certificate Program

Advanced Degree Programs

- Full-time MBA
- Evening MBA
- Executive MBA
- Global Executive MBA
- Hybrid MBA: Online MBA
- Technology Management MBA
- Master of Professional Accounting (MPAcc)
- Master of Science in Information Systems
- Master of Science in Entrepreneurship
- Master of Science in Taxation
- Master of Supply Chain Management
- Master of Data Analytics (forthcoming)
- Certificates:
 - Global Business Program Certificate
 - Entrepreneurship Certificate
 - Technology Entrepreneurship Certificate
- MBA Concurrent Degrees with:
 - JD Program
 - Master of Health Administration (MHA) Program
 - MPAcc Program – Auditing and Assurance
 - MPAcc Program – Taxation
 - Master of Arts in International Studies (MAIS)
 - MAIS Japan Studies
 - MAIS Korean Studies
 - MAIS Chinese Studies
- PhD Program

Non-Degree Programs with a Global Focus

- Executive Education Programs
 - Executive Development Program
 - Pacific Rim Bankers Program

Supplement # 14: Foster School of Business Exchange & Study Abroad Partners

Undergraduate Partners

Argentina	Universidad de San Andres
Australia	University of Sydney
Chile	Pontificia Universidad Catolica de Chile
China	Peking University
China	University of Hong Kong
Czech Republic	University of Economics, Prague
Denmark	Copenhagen Business School
France	Audencia Nantes Ecole de Management
France	Paris School of Business
Germany	University of Mannheim
Germany	WHU
Italy	Bocconi Universita Commerciale
Japan	Kobe University
Korea	Yonsei University
Netherlands	RSM Erasmus University
Norway	NHH Norwegian School of Economics
Singapore	National University of Singapore
Spain	ALBA Barcelona
Spain	University of Navarra
Spain	IE University
Taiwan	National Chengchi University
Thailand	Chulalongkorn University
United Kingdom	University of Manchester

MBA Partners

China	Hong Kong University of Science and Technology
China	Shanghai Jiao Tong University
Denmark	Copenhagen Business School
Finland	Aalto University School of Business
France	Ecole Supérieure de Commerce de Paris
Germany	WHU Koblenz
India	Indian Institute of Management
Japan	International University of Japan
Japan	Keio Business School
Japan	Waseda University
Korea	KAIST Graduate School of Management
Singapore	Nanyang Technological University
South Africa	University of Cape Town
Spain	Instituto de Empresa
Switzerland	University of Zurich
Taiwan	National Chengchi University
United Kingdom	University of Manchester

Supplement # 15: Program Collaborations & Linkages

Program	UW Partners	Other Educational Institutions	Business Partners & Professional Associations
Mandate 1 - National Resources			
National Business Institutes for Community College Faculty		CIBER Network 20-30 U.S. community colleges	National Association for Community College Entrepreneurship (NACCE) Community Colleges for International Development (CCID)
Global Business Case Competition	Certificate of International Studies in Business (CISB)	12-16 business schools worldwide, annually	Corporate sponsors - e.g., Starbucks, Boeing, Costco Judges from Advisory Boards and Business Community
CIBER Business Language Conference	Language departments	CIBER Network NIBEN	International Symposium on Languages for Specific Purposes
NASBITE Conference & Certification		CIBER Network	NASBITE
National District Export Council Forum		CIBER Network	National District Export Council U.S. Chamber of Commerce
National CIBER Export and Workforce Development Initiative	Consulting and Business Development Center	CIBER Network	J.P. Morgan Chase Washington Export Outreach Team
MSI and CC Consortium		CIBER Network NIBEN	
Arctic Renewable Energies Conference	Jackson School of International Studies College of the Environment	Western Washington University	Canadian Consulate
Global Tech Talks	Information Systems Faculty College of Engineering	CIBER Network NIBEN	Technology Company Leaders Advisory Boards
China Town Hall	Jackson School of International Studies		National Committee on US-China Relations
Asian Studies Fellows Program	Jackson School of International Studies		
Mandate 2 - Critical Foreign Languages			
Certificate of International Studies in Business (CISB)	Language Departments Jackson School of International Studies		CISB Alumni Council Business Community Speakers and Mentors
Business Language Instructional Resources	Language Departments		
Business Language Case Competition	Language Department Faculty	Brigham Young University	Corporate Travel Sponsor

Supplement # 15: Program Collaborations & Linkages

Program	UW Partners	Other Educational Institutions	Business Partners & Professional Associations
<i>Mandate 2 - Critical Foreign Languages (cont.)</i>			
Language Diplomas	Language Learning Center Certificate of International Studies in Business (CISB)		
Business Language Scholarships	Certificate of International Studies in Business (CISB) Foster Undergraduate Program Office	Exchange & Study Abroad Partners	
Critical Language Fellows	Certificate of International Studies in Business Language Department Faculty		International Trade Organizations – e.g., Washington State China Relations Council
Language and Culture Essentials	Language Department Faculty Jackson School of International Studies		
Business Language Abroad	Language Department Faculty – e.g., Asian Languages and Literature, Spanish and Portuguese Studies		
Chinese for Professional Purposes: An Advanced Course Series	Department of Asian Languages and Literature		
Model EU	Center for West European Studies EU Center		
<i>Mandate 3 - Research & Training</i>			
Faculty Development Across Trade Networks	Foster School Faculty	CIBER Network	
Faculty and PhD Fellows	Foster School PhD program Multidisciplinary Faculty		Academy of International Business
Library Resource Grants	UW Libraries Foster Business Library	PNW Library Consortium	
Departmental Seminar Support	Foster School Departments		
Study Abroad Development Grants	Foster School Faculty Language Department Faculty Office of Global Affairs		
Global Innovation Exchange Team Research	Center for Leadership and Strategic Thinking Office of Global Affairs	Tsinghua University	Microsoft

Supplement # 15: Program Collaborations & Linkages

Programs	UW Partners	Other Educational Institutions	Business Partners & Professional Associations
Mandate 3 - Research & Training (cont.)			
Collaborative Online International Learning (COIL) Grants	Foster School Faculty	CIBER Network NIBEN	
Managing the Global Workforce Course	Career Centers		
Global Awareness Survey	Certificate of International Studies in Business (CISB) Foster School MBA & Undergraduate Programs	Ohio State University	
International Business Compliance Course	Global Business Law Institute		Business Community
Mandate 4 - Training for Students			
Study & Internships Abroad	Career Centers Office of Global Affairs Foster School Undergraduate Program Foster School MBA Program	17 MBA study abroad partners 23 Undergraduate study abroad partners Other UW partner schools	Global Foster School Alumni Network Business Community Partners
Russell Investments International Case Competition	Foster School Undergraduate Program		Russell Investments Judges from Advisory Boards and Business Community
Global Business Forum	Foster School MBA Program		Business Community Speakers and Mentors Advisory boards
Global Consulting Projects	MBA Strategic Consulting Program		Regional and International Businesses Foster School Alumni Network
Global Business for High Schools	Young Executives of Color Center for West European Studies EU Center	Regional high schools	National Academy Foundation (Academy of Finance Program)
Global Student Leaders Program	Global Social Ambassadors Foundation for International Understanding through Students (FIUTS)		Business Community Speakers and Mentors Advisory Boards
Global Careers Accelerator	UW & Foster Undergraduate Career Services Office of Global Affairs		
Global Startup Series	Buerk Center for Entrepreneurship		Washington Export Outreach Team

Supplement # 15: Program Collaborations & Linkages

Programs	UW Partners	Other Educational Institutions	Business Partners & Professional Associations
Mandate 4 - Training for Students (cont.)			
MBA Global Mindset Initiative	MBA Career Center Foster School MBA Program		Foster School Alumni Network Advisory boards Business Community Speakers and Mentors Employers
Undergraduate Global Business Perspective Requirement	Certificate of International Studies in Business (CISB) Foster School Undergraduate Programs		Foster School Alumni Network Advisory boards Business Community Speakers and Mentors Employers
Global Health Business Case Competition	Department of Global Health Center for Global Studies		Corporate sponsors - e.g., Starbucks, Boeing, Costco
International Accounting Initiative	Department of Accounting		International Accounting Firms
Mandate 5 - Regional Resources to Businesses			
Doing Global Business Series	Jackson School of International Studies		Foster School Alumni Network Business Community Speakers and Mentors International Trade Organizations - e.g. World Affairs Council, GlobalWA
Business Growth Projects	MBA Strategic Consulting Program Foster School Undergraduate Programs		Regional and International Businesses Foster School Alumni Network
Tateuchi Asian Business Distinguished Speakers	Jackson School of International Studies		Tateuchi Foundation
Executive & Technology Management MBA Study Tours	EMBA Program TMMBA Program		Global Foster School Alumni Network
Export Readiness Programs	Consulting and Business Development Center		Washington Export Outreach Team
Taiwan Business Conference	Jackson School of International Studies		International Trade Organizations – e.g. Taipei Economic and Cultural Office, WA Export Outreach Team

Supplement # 15: Program Collaborations & Linkages

Programs	UW Partners	Other Educational Institutions	Business Partners & Professional Associations
<i>Mandate 5 - Regional Resources to Businesses (cont.)</i>			
Cloud Computing Global Expansion Projects	Foster School Undergraduate Program Foster School MBA Program		Technology Company
Global Business Law Institute Partnership	Global Business Law Institute		Advisory Boards
<i>Mandate 6 - Regional Faculty, Students & Institutions</i>			
Northwest International Business Educators Network		50 Regional Academic Institutions CIBER network	
Community College Master Teacher Institute	Jackson School of International Studies		Northwest International Education Association
AIB West	International Business Faculty	NIBEN	Academy of International Business
CIBER Western Regional Conference		CIBER network	
NW Indian College Curriculum Development	Jackson School of International Studies	NW Indian College Western Washington University	
Regional Community College Partnership	Jackson School of International Studies	North Seattle College Highline College	
Community College Business Language Partnership	Jackson School of International Studies	Everett Community College	Business Community for internships
NW Regional Case Competition		Regional institutions of higher education (community colleges and 4-year colleges and universities)	Judges from Advisory Boards and Business Community
Regional BISNET	Office of Global Affairs	Regional business schools	

Supplement # 16: UW CIBER Global Competitions, Participating Universities, 1999-2018

Country	School
Australia	Queensland University of Technology
Australia	Swinburne University
Australia	University of Technology, Sydney
Australia	University of Melbourne
Australia	University of Sydney
Bangladesh	BRAC University
Bangladesh	University of Dhaka
Belgium	Université libre de Bruxelles
Bolivia	Universidad Privada Boliviana
Bosnia and Herzegovina	Slobomir University
Brazil	FGV-Escola de Administracao de Empresas de Sao Paulo
Brazil	FIAP
Brazil	University of Sao Paulo
Bulgaria	American University of Bulgaria
Bulgaria	D. Tsenov Academy of Economics
Cameroon	University of Yaounde I
Canada	Concordia University
Canada	McGill University
Canada	Simon Fraser University
Canada	University of Alberta
Canada	University of British Columbia
Canada	University of Western Ontario
Canada	Western University Canada
Chile	Pontificia Universidad Catolica de Chile
China, People's Republic of	Chinese University of Hong Kong
China, People's Republic of	Hong Kong University of Science and Technology
China, People's Republic of	Nanjing University
China, People's Republic of	Peking University
China, People's Republic of	Shanghai Jiao Tong University
China, People's Republic of	Shantou University
China, People's Republic of	University of Hong Kong
Colombia	Universidad de los Andes
Croatia	Ekonomski Fakultet Zagreb, School of Business and Economics
Czech Republic	University of Economics
Denmark	Aarhus School of Business
Denmark	Copenhagen Business School
Ecuador	Pontificia Universidad Catolica del Ecuador
Ecuador	Universidad del Pacifico
Egypt	The American University in Cairo
Estonia	Estonian Business School
France	Audencia Nantes Ecole de Management
France	Euromed Marseille Ecole de Management
France	Grenoble Ecole de Management
France	Universite Lille 2
Germany	Christian-Albrechts-Universität
Germany	European Business School
Germany	Universität Kaiserslautern

Supplement # 16: UW CIBER Global Competitions, Participating Universities, 1999-2018

Country	School
Germany	University of Mannheim
Ghana	Center For Humane Studies
Hungary	Budapest University
India	Bharathidasan University
India	Guru Gobind Singh Indraprastha University
India	ICFAI Business School, ICFAI University
India	Indian Institute of Management
India	Indian Institute of Technology
India	Indian School of Business
India	Maharashtra University of Health Sciences
India	Media Lab Asia KReSIT Indian Institute of Technology
India	Narsee Monjee Insitute of Management Studies University
India	National Institute of Industrial Engineering
India	S.P. Jain Institute of Management and Research
India	Shaheed Sukhdev College of Business Studies
India	Veermata Jijabai Technological Institute
India	Welingkar Insitute of Management and Research
Ireland	University College Dublin
Israel	Tel Aviv University
Israel	University of Haifa
Italy	Universita Commerciale Luigi Bocconi
Italy	University of Turin
Jamaica	University of Technology
Japan	Akita International University
Japan	Kobe University
Japan	Ritsumeikan Asia Pacific University
Japan	Waseda University
Kazakhstan	Bang College of Business
Kenya	Strathmore University
Kenya	University of Nairobi
Korea, Republic of	Seoul National University
Korea, Republic of	Yonsei University
Kuwait	Kuwait University
Lebanon	American University of Beirut
Lebanon	University of Balamand
Mexico	ITESM
Mexico	ITESM - Campus Guadalajara
Mexico	Universidad Panamericana
Morocco	Alakhawayn University
Netherlands	Universiteit Maastricht
New Zealand	University of Auckland
Nigeria	Ahmadu Bello University
Nigeria	National Open University of Nigeria
Norway	NHH
Oman	Sultan Qaboos University
Pakistan	Institute of Business Administration, Karachi
Pakistan	Lahore University of Management Sciences

Supplement # 16: UW CIBER Global Competitions, Participating Universities, 1999-2018

Country	School
Peru	Universidad del Pacifico
Peru	Universidad Peruana Cayetano Heredia
Philippines, Republic	De La Salle University
Poland	Kozminsky University
Portugal	Universidade do Porto
Russia	Vladivostok State University of Economics
Rwanda	Adventist University of Central Africa
Rwanda	National University of Rwanda
Serbia	University of Belgrade
Singapore	Nanyang Technological University
Singapore	National University of Singapore
Singapore	Singapore Management University
Slovenia	University of Ljubljana
South Africa	University of Pretoria
South Korea	KAIST Graduate School of Management
Spain	IE University
Spain	University of Navarra, Facultad de Ciencias Económicas y Empresariales
Sweden	Linkoping University
Switzerland	University of Fribourg
Taiwan	National Chengchi University
Thailand	Chulalongkorn University
Thailand	Thammasat University
Trinidad & Tobago	University of Trinidad and Tobago
Turkey	Koc University
Uganda	Kyambogo University
Uganda	Makerere University Business School
Ukraine	Sumy State University
United Kingdom	University of Manchester
United Kingdom	University of Warwick
USA	Alabama State University *
USA	Baylor University
USA	Boise State University
USA	Brigham Young University
USA	Brown University
USA	Case Western Reserve University
USA	Clark Atlanta University *
USA	Columbia University
USA	Columbia Basin Community College *
USA	Cornell University
USA	Dartmouth College
USA	Emory University
USA	Florida International University *
USA	Florida State University
USA	Highline Community College *
USA	Massachusetts Institute of Technology
USA	Northeastern University
USA	North Seattle Community College *
USA	Northwestern University
USA	Ohio State University

Supplement # 16: UW CIBER Global Competitions, Participating Universities, 1999-2018

Country	School
USA	Purdue University
USA	Princeton University
USA	San Diego State University
USA	Seattle University
USA	Southern University *
USA	Temple University
USA	Thunderbird School of Global Management
USA	University of Arizona
USA	University of California
USA	University of California Berkeley
USA	University of Florida
USA	University of Georgia
USA	University of Massachusetts
USA	University of Memphis
USA	University of Michigan
USA	University of Minnesota
USA	University of North Carolina
USA	University of Oklahoma
USA	University of Oregon
USA	University of Pennsylvania *
USA	University of South Carolina
USA	University of Southern California
USA	University of Texas-Austin
USA	University of Washington
USA	University of Wisconsin
USA	Western Washington University
USA	Yakima Valley Community College *

*Community College and MSI institutions

Supplement # 17: University of Washington Language Offerings

Language	Less Commonly Taught Languages*	Areas of National Need**	Studied by CISB Students	First Year	Second Year	Third Year	Above 3rd Year
American Sign Language				♦	♦		
Arabic	♦	♦	♦	♦	♦	♦	
Aramaic, Biblical & Targumic				♦	♦		
Bengali/Bangla	♦	♦		♦	♦	♦	♦
Bosnian-Serbian-Croatian	♦	♦		♦	♦	♦	
Bulgarian				♦	♦		
Chinese (including Business Chinese)	♦	♦	♦	♦	♦	♦	♦
Coptic				♦			
Czech				♦	♦		
Danish				♦	♦	♦	♦
Egyptian				♦	♦		
English, Old				♦			
Estonian				♦	♦	♦	
Finnish			♦	♦	♦	♦	♦
French (including Business French)		♦	♦	♦	♦	♦	♦
German (including Business German)		♦	♦	♦	♦	♦	♦
Greek				♦	♦	♦	♦
Hebrew	♦			♦	♦	♦	♦
Hindi	♦	♦	♦	♦	♦	♦	♦
Icelandic				♦			
Indian (Pali and Prakrit)				♦			
Indonesian	♦	♦		♦	♦	♦	♦
Italian			♦	♦	♦	♦	♦
Japanese (including Business Japanese)	♦	♦	♦	♦	♦	♦	♦
Kazak	♦	♦		♦	♦		
Kirghiz	♦	♦		♦			
Korean	♦	♦	♦	♦	♦	♦	♦
Latin				♦	♦	♦	♦
Latvian				♦	♦		
Lithuanian			♦	♦	♦		
Norwegian			♦	♦	♦	♦	
Pali				♦	♦		
Persian (Farsi)	♦	♦		♦	♦	♦	
Polish	♦			♦	♦		
Portuguese	♦	♦	♦	♦	♦	♦	
Prakrit				♦			
Russian (including Business Russian)	♦	♦	♦	♦	♦	♦	♦

Supplement # 17: University of Washington Language Offerings

Language	Less Commonly Taught Languages*	Areas of National Need**	Studied by CISB Students	First Year	Second Year	Third Year	Above 3rd Year
Sanskrit				♦	♦	♦	♦
Slavic				♦			
Slovenian				♦	♦		
Spanish (including Business Spanish)		♦	♦	♦	♦	♦	♦
Swahili	♦	♦		♦	♦		
Swedish			♦	♦	♦	♦	♦
Syriac				♦			
Tagalog	♦	♦		♦	♦	♦	
Tajik	♦	♦		♦			
Tamil	♦	♦		♦			
Thai	♦	♦		♦	♦	♦	
Turkic	♦	♦		♦			
Turkish	♦	♦		♦	♦	♦	♦
Uighur				♦	♦	♦	
Ukrainian	♦	♦		♦			
Ugaritic				♦			
Urdu	♦	♦		♦	♦	♦	
Uzbek	♦	♦		♦	♦	♦	
Vietnamese	♦	♦	♦	♦	♦	♦	

***Less Commonly Taught Languages:** 78 priority languages that are less commonly taught, identified by the Secretary

****Areas of National Need:** 53 priority languages identified by the Federal Agencies, including the Departments of Agriculture, Commerce, Defense, Health and Human Services, Interior, Labor, and State.

Supplement # 18: Program Beneficiaries

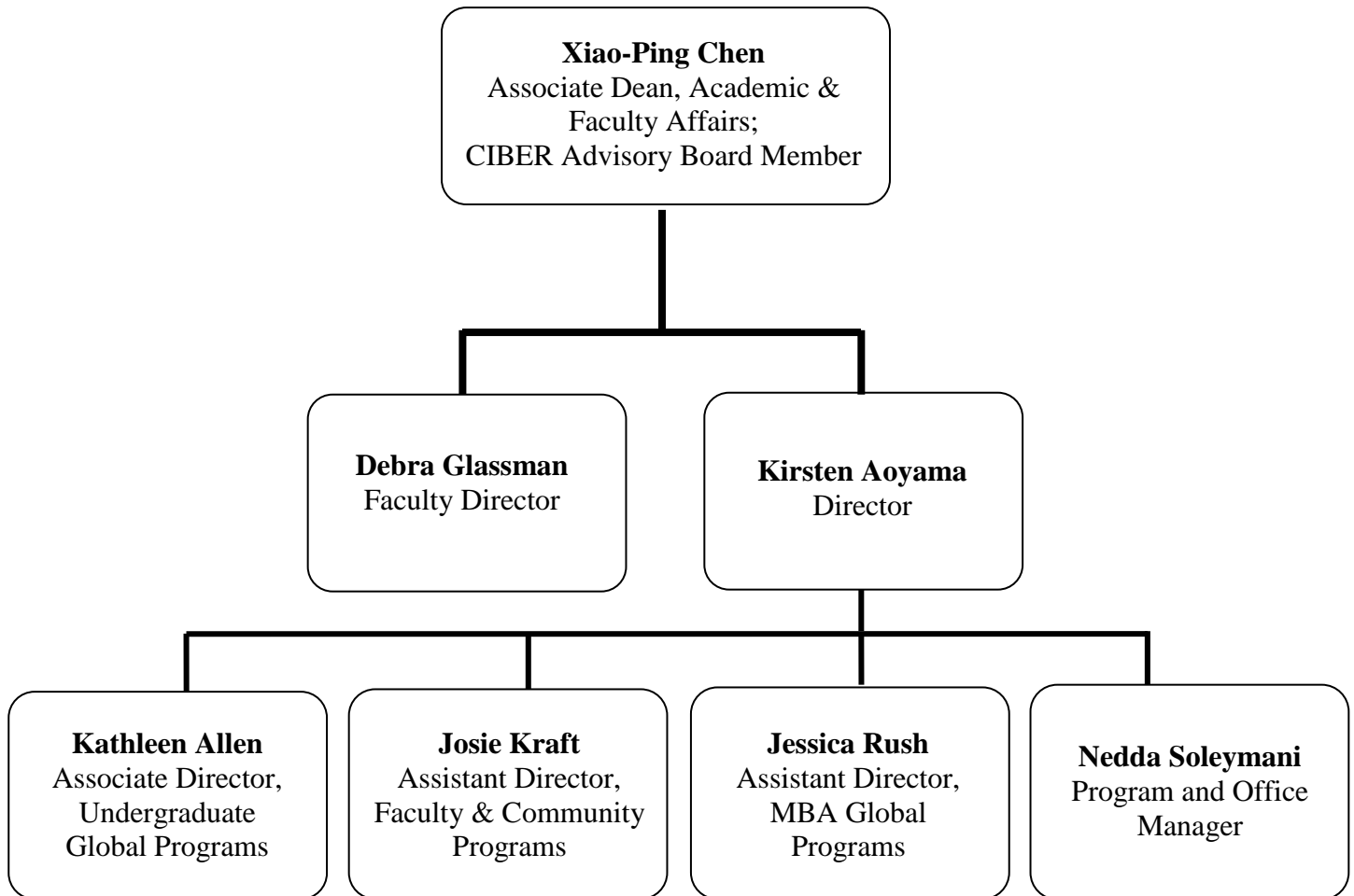
Programs	4-Year Totals (Direct Beneficiaries)			Multiplier Effects (Indirect Beneficiaries)	Sum of Columns 1-4
	Students	Faculty	Community		
Mandate 1 – National Resources					
National Business Institutes for CC Faculty		100		24,000	24,100
Global Business Case Competition	392				392
CIBER Business Language Conference		150		36,000	36,150
NASBITE Conference & Certification			400		400
National District Export Council Forum			600		600
National CIBER Export and Workforce Development Initiative	60		120		180
MSI and CC Consortium	80	30		7,200	7,310
Arctic Renewable Energies Conference	60	40	160	9,600	9,860
Global Tech Talks	600	24	360	5,760	6,744
China Town Hall	400	40	100	9,600	10,120
Asian Studies Fellows Program		8		1,920	1,928
Mandate 2 – Critical Foreign Languages					
Certificate of International Studies in Business	400	8			408
Business Language Instructional Resources		16		3,840	3,856
Business Language Case Competition	360				360
Language Diplomas	40				40
Business Language Scholarships	16				16
Critical Language Fellows	40				40
Language and Culture Essentials	800				800
Business Language Abroad	160				160
Chinese for Professional Purposes: An Advanced Course Series	480	40		9,600	10,120
Model EU	300	40		9,600	9,940
Mandate 3 - Research & Training					
Faculty Development Across Trade Networks		34		8,160	8,194
Faculty & PhD Fellows		25		5,000	5,025
Library Resource Grants		20		2,500	2,525
Departmental Seminar Support		120			120
Study Abroad Development Grants	160	8			168
Global Innovation Exchange Team Research	160	2		500	660
Collaborative Online International Learning (COIL) Grants		8		1,920	1,928
Managing the Global Workforce Course	120				120
Global Awareness Survey	100	2		400	502
International Business Compliance Course	120	1			120

Supplement # 18: Program Beneficiaries

<i>Mandate 4 – Training for Students</i>					
Study & Internships Abroad	1,560				1,560
Russell Investments International Case Competition	480				480
Global Consulting Projects	224		24		248
Global Business for High Schools	960	12		2,880	3,852
Global Student Leaders Program	288				288
Global Careers Accelerator	880				880
Global Startup Series	160				160
MBA Global Mindset Initiative	800				800
Undergraduate Global Business Perspective Requirement	3,600				3,600
Global Health Business Case Competition	480	1	160	240	881
International Accounting Initiative	95	2			97
<i>Mandate 5 - Regional Resources to Businesses</i>					
Doing Global Business Series	320	64	1,600	15,360	17,344
Business Growth Projects	80		16		96
Tateuchi Asian Business Distinguished Speakers	400	24	200	5,760	6,384
Executive & Technology Management MBA Study Tours			400		400
Export Readiness Programs			240		240
Taiwan Business Conference	50	10	100	2,400	2,560
Cloud Computing Global Expansion Projects	128		1		129
Global Business Law Institute Partnership	240	60	240	14,400	14,940
<i>Mandate 6 - Regional Faculty, Students, and Institutions</i>					
Northwest International Business Educators Network		16		3,840	3,856
Community College Master Teacher Institute		120		28,800	28,920
AIB West		200		5,000	5,200
CIBER Western Regional Conference		200		12,000	12,200
NW Indian College Curriculum Development	200	4		640	844
Regional Community College Partnerships	80	4		960	1,044
Community College Business Language Partnership	240				240
NW Regional Case Competition	64	16			80
Regional BISNET		40		800	840
Totals	Students	Faculty	Community	Multiplier Effects	Sum
	16,177	1,493	4,721	228,680	251,071

Note: Students, Faculty and Community Totals are the total number for the four-year grant cycle.

Supplement #19: CIBER Organization Chart



Supplement # 20: Responsibilities Chart

Program	CIBER & Partner Program Leads
Mandate 1 - National Resources	
National Business Institutes for Community College Faculty	Kirsten Aoyama, <i>Director</i> Sam Kaplan, <i>Director, Center of Excellence for Global Trade & Supply Chain Management, Highline Community College</i> Aaron Korngiebel, <i>Interim Dean of Workforce Instruction, North Seattle College</i>
Global Business Case Competition	Kathleen Allen, <i>Associate Director</i> Suresh Kotha, <i>Chair, Management & Organization (case writer)</i>
CIBER Business Language Conference	Kirsten Aoyama, <i>Director</i> Nedda Soleymani, <i>Program & Office Manager</i> Chan Lu, <i>Assistant Professor, Department of Asian Languages & Literature</i> Marilis Mediavilla, <i>Lecturer, Department of Spanish & Portuguese Studies</i>
NASBITE Conference & Certification	Kirsten Aoyama, <i>Director</i>
National District Export Council Forum	Kirsten Aoyama, <i>Director</i> Josie Kraft, <i>Assistant Director</i>
National CIBER Export and Workforce Development Initiative	Kirsten Aoyama, <i>Director</i> Michael Verchot, <i>Director, Consulting & Business Development Center</i>
MSI and CC Consortium	Kirsten Aoyama, <i>Director</i> Laural Ballew, <i>Chair, Northwest Indian College</i> Sam Kaplan, <i>Director, Center of Excellence for Global Trade & Supply Chain Management, Highline Community College</i> Aaron Korngiebel, <i>Interim Dean of Workforce Instruction, North Seattle College</i>
Arctic Renewable Energies Conference	Kirsten Aoyama, <i>Director</i> Nadine Fabbi, <i>Managing Director, Canadian Studies Center</i>
Global Tech Talks	Kirsten Aoyama, <i>Director</i> Ming Fan, <i>Associate Professor, Information Systems</i> Shaosong Ou, <i>Senior Lecturer, Information Systems</i> Yong Tan, <i>Professor, Information Systems</i>
China Town Hall	Kirsten Aoyama, <i>Director</i> William Lavelly, <i>Director, East Asia Center</i>
Asian Studies Fellows Program	Kirsten Aoyama, <i>Director</i> Marie Anchordoguy, <i>Professor, Japanese Studies</i> William Lavelly, <i>Director, East Asia Center</i>
Mandate 2 - Critical Foreign Languages	
Certificate of International Studies in Business	Debra Glassman, <i>Faculty Director</i> Shaosong Ou, <i>Senior Lecturer, Information Systems</i> Marie Anchordoguy, <i>Professor, Japanese Studies</i> Marilis Mediavilla, <i>Lecturer, Department of Spanish & Portuguese Studies</i>
Business Language Instructional Resources	Nedda Soleymani, <i>Program and Office Manager</i> Chan Lu, <i>Assistant Professor, Department of Asian Languages & Literature</i> Marilis Mediavilla, <i>Lecturer, Department of Spanish & Portuguese Studies</i>
Business Language Case Competition	Nedda Soleymani, <i>Program & Office Manager</i> Chan Lu, <i>Assistant Professor, Department of Asian Languages & Literature</i> Marilis Mediavilla, <i>Lecturer, Department of Spanish & Portuguese Studies</i>

Supplement # 20: Responsibilities Chart

Program	CIBER & Partner Program Leads
Mandate 2 - Critical Foreign Languages (cont.)	
Language Diplomas	Nedda Soleymani, <i>Program and Office Manager</i>
Business Language Scholarships	Kathleen Allen, <i>Associate Director</i> Nedda Soleymani, <i>Program and Office Manager</i>
Critical Language Fellows	Nedda Soleymani, <i>Program and Office Manager</i>
Language and Culture Essentials	Kathleen Allen, <i>Associate Director</i> Resat Kasaba, <i>Director, Jackson School of International Studies</i>
Business Language Abroad	Kathleen Allen, <i>Associate Director</i> Nedda Soleymani, <i>Program and Office Manager</i> Chan Lu, <i>Assistant Professor, Department of Asian Languages & Literature</i> Marilis Mediavilla, <i>Lecturer, Department of Spanish & Portuguese Studies</i>
Chinese for Professional Purposes: An Advanced Course Series	Kathleen Allen, <i>Associate Director</i> Nedda Soleymani, <i>Program and Office Manager</i> Chan Lu, <i>Assistant Professor, Department of Asian Languages & Literature</i>
Model EU	Jessica Rush, <i>Assistant Director</i> Ashley Miller, <i>Managing Director, Center for West European Studies</i>
Mandate 3 - Research & Training	
Faculty Development Across Trade Networks	Debra Glassman, <i>Faculty Director</i> Xiao-Ping Chen, <i>Associate Dean of Academic Affairs, Foster School of Business</i> Scott Reynolds, <i>Director, PhD Program, Foster School of Business</i>
Faculty & PhD Fellows	Debra Glassman, <i>Faculty Director</i> Xiao-Ping Chen, <i>Associate Dean of Academic Affairs, Foster School of Business</i> Scott Reynolds, <i>Director, PhD Program, Foster School of Business</i>
Library Resource Grants	Xiao-Ping Chen, <i>Associate Dean of Academic Affairs, Foster School of Business</i> Jason Sokoloff, <i>Head, Foster Business Library</i>
Departmental Seminar Support	Josie Kraft, <i>Assistant Director</i> Mark Forehand, <i>Chair, Marketing & International Business</i> Jarrad Harford, <i>Chair, Finance & Business Economics</i> Frank Hodge, <i>Chair, Accounting</i> Suresh Kotha, <i>Chair, Management & Organization</i> Kamran Moinzadeh, <i>Chair, Information Systems & Operations Management</i>
Study Abroad Development Grants	Kathleen Allen, <i>Associate Director</i> Jeff Riedinger, <i>Vice Provost, Office of Global Affairs</i>
Global Innovation Exchange Team Research	Debra Glassman, <i>Faculty Director</i> Jeff Riedinger, <i>Vice Provost, Office of Global Affairs</i> Bruce Avolio, <i>Professor, Management & Organization</i> Crystal Farh, <i>Assistant Professor, Management & Organization</i>
Collaborative Online International Learning (COIL) Grants	Debra Glassman, <i>Faculty Director</i> Kathleen Allen, <i>Associate Director</i> Leta Beard, <i>Senior Lecturer, Marketing & International Business</i>
Managing the Global Workforce Course	Kirsten Aoyama, <i>Director</i> Michael Johnson, <i>Associate Professor, Management & Organization</i> Lian Shao, <i>Lecturer, Management & Organization</i>

Supplement # 20: Responsibilities Chart

Program	CIBER & Partner Program Leads
Mandate 3 - Research & Training (cont.)	
Global Awareness Survey	Jessica Rush, <i>Assistant Director</i> David Greenberger, <i>Professor of Management, Ohio State University</i>
International Business Compliance Course	Debra Glassman, <i>Faculty Director</i> Scott Schumacher, <i>Co-Chair, UW Global Business Law Institute</i> Jeffrey Wool, <i>Co-Chair, UW Global Business Law Institute</i>
Mandate 4 - Training for Students	
Study & Internships Abroad	Kathleen Allen, <i>Associate Director</i> Jessica Rush, <i>Assistant Director</i> Leta Beard, <i>Senior Lecturer, Marketing & International Business</i> Christina Fong, <i>Senior Lecturer, Management & Organization</i> Hamed Mamani, <i>Associate Professor, Operations Management</i> Shaosong Ou, <i>Senior Lecturer, Information Systems</i> Andy Rabitoy, <i>Executive Director, EY Center for Career Advancement</i> Jeff Riedinger, <i>Vice Provost, Office of Global Affairs</i>
Russell Investments International Case Competition	Kathleen Allen, <i>Associate Director</i>
Global Business Forum	Jessica Rush, <i>Assistant Director</i> Christina Fong, <i>Senior Lecturer, Management & Organization</i>
Global Consulting Projects	Jessica Rush, <i>Assistant Director</i> Dan Turner, <i>Associate Dean of Masters Programs, Foster School of Business</i> Jennifer Bauermiester, <i>Director, MBA Strategic Consulting Program</i>
Global Business for High Schools	Nedda Soleymani, <i>Program and Office Manager</i> Maria Herrera-Lofton, <i>NAF Academies, Seattle Public Schools</i>
Global Student Leaders Program	Kathleen Allen, <i>Associate Director</i> Jessica Rush, <i>Assistant Director</i>
Global Careers Accelerator	Kathleen Allen, <i>Associate Director</i> Andy Rabitoy, <i>Executive Director, EY Center for Career Advancement</i>
Global Startup Series	Josie Kraft, <i>Assistant Director</i> Rob Adams, <i>Director, Buerk Center for Entrepreneurship</i>
MBA Global Mindset Initiative	Jessica Rush, <i>Assistant Director</i> Bruce Avolio, <i>Professor, Management & Organization</i> Crystal Farh, <i>Assistant Professor, Management & Organization</i> Christina Fong, <i>Senior Lecturer, Management & Organization</i> Michael Johnson, <i>Associate Professor, Management & Organization</i> Stephan Siegel, <i>Professor, Finance & Business Economics</i> Kevin Steensma, <i>Professor, Management & Organization</i> Dan Turner, <i>Associate Dean, Masters Programs, Foster School of Business</i>
Undergraduate Global Business Perspective Requirement	Kathleen Allen, <i>Associate Director</i> Steve Sefcik, <i>Associate Dean, Undergraduate Programs, Foster School of Business</i> Leta Beard, <i>Senior Lecturer, Marketing & International Business</i>
Global Health Business Case Competition	Debra Glassman, <i>Faculty Director</i> Kathleen Allen, <i>Associate Director</i> Judith Wasserheit, <i>Chair, Department of Global Health</i>

Supplement # 20: Responsibilities Chart

Program	CIBER & Partner Program Leads
Mandate 4 - Training for Students (cont.)	
International Accounting Initiative	Kathleen Allen, <i>Associate Director</i> Steve Sefcik, <i>Associate Dean, Undergraduate Programs, Foster School of Business; Professor, Accounting</i> D. Shores, <i>Professor, Accounting</i>
Mandate 5 - Regional Resources to Businesses	
Doing Global Business Series	Josie Kraft, <i>Assistant Director</i> Neepaporn Bounjaktha, <i>Interim President, Trade Development Alliance</i> Jacqueline Miller, <i>President & CEO, World Affairs Council Seattle</i> Lori Otto Punke, <i>President, Washington Council on International Trade</i>
Business Growth Projects	Josie Kraft, <i>Assistant Director</i> Michael Verchot, <i>Director, Consulting and Business Development Center</i> Jennifer Bauermiester, <i>Director, MBA Strategic Consulting Program</i>
Tateuchi Asian Business Distinguished Speakers	Kirsten Aoyama, <i>Director</i> Josie Kraft, <i>Assistant Director</i> Marie Anchordoguy, <i>Professor, Japanese Studies Program</i>
Executive & Technology Management MBA Study Tours	Jessica Rush, <i>Assistant Director</i> Dan Turner, <i>Associate Dean of Masters Programs</i> Shaosong Ou, <i>Senior Lecturer, Information Systems</i>
Export Readiness Programs	Josie Kraft, <i>Assistant Director</i> Michael Verchot, <i>Director, Consulting & Business Development Center</i> Washington Export Outreach Team
Taiwan Business Conference	Kirsten Aoyama, <i>Director</i> Resat Kasaba, <i>Director, Jackson School of International Studies</i> William Lavelly, <i>Director, East Asia Center</i>
Cloud Computing Global Expansion Projects	Jessica Rush, <i>Assistant Director</i> Jennifer Bauermiester, <i>Director, MBA Strategic Consulting Program</i> Shaosong Ou, <i>Senior Lecturer, Information Systems</i>
Global Business Law Institute Partnership	Debra Glassman, <i>Faculty Director</i> Scott Schumacher, <i>Co-Chair, UW Global Business Law Institute</i> Jeffrey Wool, <i>Co-Chair, UW Global Business Law Institute</i>
Mandate 6 - Regional Faculty, Students & Institutions	
Northwest International Business Educators Network	Debra Glassman, <i>Faculty Director</i> Josie Kraft, <i>Assistant Director</i>
Community College Master Teacher Institute	Josie Kraft, <i>Assistant Director</i> Tamara Leonard, <i>Managing Director, Center for Global Studies</i>
AIB West	Josie Kraft, <i>Assistant Director</i> Xiao-Ping Chen, <i>Associate Dean</i> Gary Knight, <i>Professor of Global Management, Willamette University; Chair AIB West</i>
CIBER Western Regional Conference	Kirsten Aoyama, <i>Director</i> Western Region CIBER Directors
NW Indian College Curriculum Development	Debra Glassman, <i>Faculty Director</i> Josie Kraft, <i>Assistant Director</i> Laural Ballew, <i>Chair, Northwest Indian College</i>

Supplement # 20: Responsibilities Chart

Program	CIBER & Partner Program Leads
<i>Mandate 6 - Regional Faculty, Students & Institutions (cont.)</i>	
Regional Community College Partnerships	Kirsten Aoyama, <i>Director</i> Josie Kraft, <i>Assistant Director</i> Sam Kaplan, <i>Director, Center of Excellence for Global Trade & Supply Chain Management, Highline Community College</i> Aaron Korngiebel, <i>Interim Dean of Workforce Instruction, North Seattle College</i>
Community College Business Language Partnership	Nedda Soleymani, <i>Program and Office Manager</i> Masashi Kato, <i>Associate Faculty, Everett Community College</i>
NW Regional Case Competition	Josie Kraft, <i>Assistant Director</i> Laural Ballew, <i>Chair, Northwest Indian College</i> Aaron Korngiebel, <i>Interim Dean of Workforce Instruction, North Seattle College</i>
Regional BISNET	Kathleen Allen, <i>Associate Director</i>

Supplement # 21: Major Milestones

Mandate	Year 1	Year 2	Year 3	Year 4
Be national resources for the teaching of improved business techniques, strategies, & methodologies that emphasize the int'l context in which business is transacted	<p>1st Annual China Town Hall</p> <p>1st Annual Arctic Renewable Energies Conference</p> <p>Ascend 2020 Consulting Projects as part of the National CIBER Export and Workforce Development Initiative</p> <p>First Asian Studies Fellows business cohort</p> <p>Launch National Business Institute for Community College Faculty in PNW</p> <p>Record first series of Global Tech Talks</p>	<p>China Town Hall</p> <p>Launch Global Tech Talks</p> <p>2nd Annual Arctic Renewable Energies Conference</p> <p>MSI/CC Consortium Case Competition Planning and School Partnerships</p> <p>CIBER Business Language Conference</p> <p>National Business Institute for Community College Faculty in PNW</p>	<p>China Town Hall</p> <p>Evaluate and expand Global Tech Talks</p> <p>3rd Annual Arctic Renewable Energies Conference</p> <p>MSI/CC Consortium Case Competition</p> <p>National Business Institute for Community College Faculty in PNW</p>	<p>China Town Hall</p> <p>4th Annual Arctic Renewable Energies Conference</p> <p>CIBER Business Language Conference</p> <p>Evaluate the MSI and CC Consortium Case Competition</p> <p>Evaluate the Asian Studies Fellows Program</p> <p>National Business Institute for Community College Faculty in PNW</p>
Provide instruction in critical foreign languages & international fields needed to provide an understanding of the cultures and customs of US trading partners	<p>Launch Language and Culture Essentials for three study abroad programs</p> <p>Business Language Abroad: Spain Launch</p> <p>Chinese for Professional Purposes: course series development begins</p> <p>Develop Model EU Prep Course</p>	<p>Launch Critical Language Fellows Program</p> <p>Add Language and Culture Essentials to three additional programs</p> <p>Expand Interdisciplinary Programs/Partnerships w/ language depts. through Business Lang. Instructional Resources</p> <p>Deliver Model EU Online Prep Course</p>	<p>Business Language Abroad: China Launch</p> <p>Include Language and Culture Essentials in all study abroad pre-departure</p> <p>Evaluate Model EU Online Prep Course</p>	<p>Chinese for Professional Purposes: An Advanced Course Series Launch and Implementation</p> <p>Business Language Program Impact Survey</p>
Provide research and training in the international aspects of trade, commerce, & other fields of study	<p>Launch Global Awareness Survey</p> <p>Launch Faculty Development Across Trade Networks with a UW-Led Trip</p> <p>Launch Global Innovation Exchange Team Research Project</p> <p>Launch International Business Compliance Course</p> <p>Ongoing Faculty & PhD Fellow Global Business Research and presentations</p>	<p>Collaborative Online International Learning (COIL) Grants</p> <p>Evaluation and planning for next Faculty Development Across Trade Networks</p> <p>Virtual Team addition to Managing the Global Workforce Course</p> <p>Ongoing Faculty & PhD Fellow Global Business Research and presentations</p>	<p>2nd UW-Led Faculty Development Across Trade Networks</p> <p>Expand Faculty & PhD Fellows to include other disciplines</p> <p>Ongoing Faculty & PhD Fellow Global Business Research and presentations</p> <p>COIL Grants faculty training workshop joint with UW Bothell Campus</p>	<p>GIX Team Research Showcase</p> <p>Ongoing Faculty & PhD Fellow Global Business Research and presentations</p> <p>Evaluation of Faculty Development Across Trade Networks</p>

Supplement # 21: Major Milestones

Mandate	Year 1	Year 2	Year 3	Year 4
Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	<p>Launch Global Careers Accelerator</p> <p>Pilot MBA Global Mindset Initiative</p> <p>Launch International Accounting Initiative Part 1: International Financial Statement Course in Italy</p> <p>Expand interdisciplinary partnerships for Global Health Business Case Competition</p>	<p>Full Implementation of MBA Global Mindset Initiative</p> <p>Expand Global Consulting Programs to new destination</p> <p>Expand Graduate Track of Global Health Business Case Competition</p> <p>Launch International Accounting Initiative Part 2: Delivery Center Study Tour in India</p> <p>Assess Global Careers Accelerator</p>	<p>Launch Global Startup Series</p> <p>Assess MBA Global Mindset Initiative</p> <p>Implement Undergraduate Global Business Perspective Requirement</p> <p>Assess International Accounting Initiative</p>	<p>Evaluation of first year of Undergraduate Global Business Perspective Requirement</p> <p>Assess Global Startup Series</p> <p>In-depth program review of GHBCC with campus and community partners</p>
Serve as regional resources to businesses proximately located by offering programs & providing research designed to meet the int'l training needs of these businesses	<p>Launch Cloud Computing Expansion Projects</p> <p>Export Readiness Programs ongoing</p> <p>Global Business Law Institute Partnership (GBLI): Community Series</p>	<p>Assess Export Readiness Programs with Washington Export Outreach Team (WEOT) partners</p> <p>GBLI: Community Series</p>	<p>Evaluate Cloud Computing Expansion Projects with corporate partner</p> <p>Expand Export Readiness Program offerings</p> <p>GBLI: Community Series</p> <p>Taiwan Business Conference</p>	<p>Export Readiness Programs ongoing</p> <p>GBLI: Community Series</p> <p>Assess Taiwan Business Conference</p>
Serve other faculty, students & institutions of higher education located within their region	<p>NW Indian College Partnership: first course delivered, second course developed</p> <p>Launch the NW Regional Case Competition</p> <p>Regional BISNET Conference</p> <p>Deliver first course as part of the CC Business Language Partnership</p> <p>Regional Community College Partnerships: online curriculum development support</p>	<p>NW Indian College Partnership: third course developed</p> <p>CIBER Western Regional Conference</p> <p>Outreach to new Community College partners in the region to send teams to the NW Regional Case Competition</p> <p>CC online curriculum delivered</p>	<p>NW Indian College Partnership: final course developed</p> <p>Regional BISNET Conference</p> <p>Host AIB West</p> <p>In-depth program review for NW Regional Case Competition with CC partners</p> <p>1st CC supply chain study tour</p>	<p>NW Indian College Concentration in Indigenous International Studies fully launched</p> <p>CIBER Western Regional Conference</p> <p>Evaluate CC online curriculum</p>

Supplement # 22: Project Implementation Timeline

Programs	Academic Year/Quarter															
	Year 1				Year 2				Year 3				Year 4			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Mandate 1 - National Resources																
National Business Institutes for Community College Faculty	•				•				•				•			
Global Business Case Competition			•				•				•				•	
CIBER Business Language Conference						•								•		
NASBITE Conference & Certification			•				•				•				•	
National District Export Council Forum	•				•				•				•			
National CIBER Export and Workforce Development Initiative	•	•	•		•	•	•		•	•	•		•	•	•	
MSI and CC Consortium	•	•	•		•	•	•		•	•	•		•	•	•	
Arctic Renewable Energies Conference		•				•				•				•		
Global Tech Talks				•				•				•				•
China Town Hall	•				•				•				•			
Asian Studies Fellows Program	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Mandate 2 - Critical Foreign Languages																
Certificate of International Studies in Business	•	•	•		•	•	•		•	•	•		•	•	•	
Business Language Instructional Resources	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Business Language Case Competition	•				•				•				•			
Language Diplomas	•	•	•		•	•	•		•	•	•		•	•	•	
Business Language Scholarships	•	•	•		•	•	•		•	•	•		•	•	•	
Critical Language Fellows	•	•	•		•	•	•		•	•	•		•	•	•	
Language and Culture Essentials	•	•	•		•	•	•		•	•	•		•	•	•	
Business Language Abroad												•				•
Chinese for Professional Purposes: An Advanced Course Series				•		•		•		•		•		•		•
Model EU		•				•				•				•		
Mandate 3 - Research & Training																
Faculty Development Across Trade Networks		•	•	•		•	•	•		•	•	•		•	•	•
Faculty & PhD Fellows	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Library Resource Grants				•				•				•				•
Departmental Seminar Support	•	•	•		•	•	•		•	•	•		•	•	•	
Study Abroad Development Grants				•				•				•				•
Global Innovation Exchange Team Research	•	•	•		•	•	•		•	•	•		•	•	•	
Collaborative Online International Learning (COIL) Grants				•				•				•				•
Managing the Global Workforce Course						•				•				•		
Global Awareness Survey		•	•			•	•			•	•			•	•	
International Business Compliance Course				•			•				•				•	
Mandate 4 - Training for Students																
Study & Internships Abroad	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Russell Investments International Case Competition	•				•				•				•			
Global Business Forum	•	•	•		•	•	•		•	•	•		•	•	•	
Global Consulting Projects	•	•	•		•	•	•		•	•	•		•	•	•	

Supplement # 22: Project Implementation Timeline

Programs	Academic Year/Quarter															
	Year 1				Year 2				Year 3				Year 4			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Mandate 4 - Training for Students (cont.)																
Global Business for High Schools	•	•	•		•	•	•		•	•	•		•	•	•	
Global Student Leaders Program	•	•	•		•	•	•		•	•	•		•	•	•	
Global Careers Accelerator		•	•					•		•	•					•
Global Start Up Series		•	•			•	•			•	•			•	•	
MBA Global Mindset Initiative	•	•	•		•	•	•		•	•	•		•	•	•	
Undergraduate Global Business Perspective Requirement	•	•	•		•	•	•		•	•	•		•	•	•	
Global Health Business Case Competition		•				•				•				•		
International Accounting Initiative	•	•			•	•			•	•			•	•		
Mandate 5 - Regional Resources to Businesses																
Doing Global Business Series	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Business Growth Projects	•	•	•		•	•	•		•	•	•		•	•	•	
Tateuchi Asian Business Distinguished Speakers	•				•				•				•			
Executive & Technology Management MBA Study Tours	•		•		•		•		•		•		•		•	
Export Readiness Programs	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Taiwan Business Conference									•							
Cloud Computing Global Expansion Projects	•	•	•		•	•	•		•	•	•		•	•	•	
Global Business Law Institute Partnership	•	•	•		•	•	•		•	•	•		•	•	•	
Mandate 6 - Regional Faculty, Students & Institutions																
Northwest International Business Educators Network	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Community College Master Teacher Institute				•				•					•			•
AIB West	•				•				•				•			
CIBER Western Regional Conference					•							•				
NW Indian College Curriculum Development		•		•	•	•		•	•	•	•	•	•	•	•	
Regional Community College Partnership	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Community College Business Language Partnership	•	•	•		•	•	•		•	•	•		•	•	•	
NW Regional Case Competition	•				•				•				•			
Regional BISNET				•							•					

CIBER Grant 2018 – 2022: Program Brief

Program:	NW Indian College Curriculum Development	Staff Lead:	Debra Glassman, <i>Faculty Director</i> Josie Kraft, <i>Assistant Director</i>
Constituents:	NW Indian College undergraduate students		
Partners:	NW Indian College, UW Canadian and Global Studies Centers		
Mandate:	Mandate #6		

Program Description:

With its main campus located on the Lummi Indian Reservation in Washington State, 20 miles south of the Canadian border, NWIC is the only accredited tribal college serving the states of Washington, Oregon and Idaho. It has six full-service extended campus sites, and over 90 different tribal nations are represented in the student body. NWIC's BA in tribal governance and business management has the highest enrollment of the 4-year degree offerings at the college. UW CIBER and the UW Canadian and Global Studies Centers plan to provide curriculum development support to NWIC faculty to create a new concentration within the business degree: Indigenous International Studies. A new course in the concentration will cover the traditional trading system developed by PNW tribes in the US and Canada. A study trip to Canada will explore the business aspects of trade. Future course content might focus on marketing to Canadian customers.

Budget/Cost Notes:

Item	Year 1	Year 2	Year 3	Year 4
Curriculum Development (CIBER)	\$2,500	\$2,500	\$2,500	-
Curriculum Development (NRCs)	\$5,000	\$5,000	\$5,000	-
TOTAL	\$7,500	\$7,500	\$7,500	-

Planning, Implementation, Evaluation Timeline Notes:

2018-2019	<ul style="list-style-type: none"> • Delivery of introductory course, Traditional Historical Trade in the Pacific NW (Winter 2019) <ul style="list-style-type: none"> ◦ Curriculum for this course will be developed in Summer 2018 by working with the Coast Salish Institute to build upon existing ECON 250 curriculum. The major outcome of the course will be to create a knowledge base of traditional economic activities in the PNW. • Development of upper division elective course: Survey of Current Economic Development in the Pacific NW (Summer 2019) <ul style="list-style-type: none"> ◦ Tribal Governance and Business Management faculty will survey more economically developed tribes in the PNW in order to base this course in current best practices being utilized in the region. • Course evaluation
2019-2020	<ul style="list-style-type: none"> • Delivery of elective course: Survey of Current Economic Development in the Pacific NW • Development of upper division elective course: Tribal International Relations (Summer 2020) <ul style="list-style-type: none"> ◦ One outcome of this course will be to define the term international within a

Supplement # 23: Example Program Brief

	<ul style="list-style-type: none">tribal context• Course evaluation
2020-2021	<ul style="list-style-type: none">• Delivery of elective course: Tribal International Relations.• Development of upper division elective course: Future of International Economics and Business Relations (Summer 2021)<ul style="list-style-type: none">○ Small group or individual project-based course exploring international business relations and opportunities such as those between the tribes and Canada. Study trip to Canada. This course will prepare students for their concentration capstone project in international business relations, community economic development, or regional economic development• Course evaluation
2021-2022	<ul style="list-style-type: none">• Delivery of elective course: Future of International Economics and Business Relations• Concentration fully launched and evaluate• Disseminate curriculum nationally to Tribal Colleges and Universities (TCUs)

Goals & Outcomes:

- Providing students with the tribal context to further explore how culture can positively impact and drive economic development.
- Providing specific correlations between non-tribal entities that will provide opportunities or create challenges for economic growth, first, within the bounds of N. America and second, on a global scale.
- The development of an Indigenous International Studies concentration within the Tribal Governance and Business Management (TGBM) program at Northwest Indian College (NWIC) which will better prepare graduates for employment and could serve as a model for other TCUs.

Evaluation Methods:

- Annual course evaluations
- Number of students enrolled in concentration
- Survey of graduates
- Detailed Program Review with NWIC partners
- NWIC Faculty involved in focus group

CIBER Grant 2018 – 2022: Program Brief

Program:	Global Careers Accelerator	Staff Lead:	Kathleen Allen, <i>Associate Director</i>
Constituents:	UW undergraduate students from across campus		
Partners:	Foster and UW Undergraduate Career Services		
Mandate:	Mandate #4		

Program Description:

In partnership with UW Undergraduate Career Services, UW CIBER will launch a multi-faceted, career-focused program to prepare undergraduate students to successfully navigate job opportunities in the global economy. The program begins with a new course, *Preparing for International Careers*, that includes speaker panels and participation in a globally-focused career fair. Another component of the program is a new study tour focused on global careers, with activities including company visits and informational interviews. The first tour will take place in March 2019. Finally, the Accelerator will offer workshops for students who have studied or interned abroad. The workshops will help them reflect on and leverage their international experiences in their job search and careers.

Budget/Cost Notes:

Item	Year 1	Year 2	Year 3	Year 4
Faculty Travel	\$2,000		\$2,000	
Staff Travel	\$2,000		\$2,000	
Database Access	1,000	1,000	1,000	1,000
TOTAL	\$5,000	\$1,000	\$5,000	\$1,000

Planning, Implementation, Evaluation Timeline Notes:

2018-2019	<ul style="list-style-type: none"> Global Careers Accelerator Launch of new Winter term course: <i>Preparing for International Careers</i> Develop Study Tour curriculum, learning outcomes and itinerary Pilot Study Tour in March 2019 to London, England Develop workshop curriculum and learning outcomes Pilot workshop for students who studied/interned abroad in 2017-2018 Course, study tour, and workshop evaluation
2019-2020	<ul style="list-style-type: none"> <i>Preparing for International Careers</i> course offered Workshops for students who studied/interned abroad in 2018-2019 Short-term career impact survey of 2019 Study Tour participants Course and workshop evaluation

Supplement # 23: Example Program Brief

2020-2021	<ul style="list-style-type: none">• <i>Preparing for International Careers</i> course offered• 2nd Study Tour in March 2021 to new destination incorporating evaluation input from March 2019 program• Workshops for students who studied/interned abroad in 2019-2020• Course, study tour and workshop evaluation
2021-2022	<ul style="list-style-type: none">• <i>Preparing for International Careers</i> course offered• Long-term career impact survey of 2019 Study Tour participants plus short-term career impact survey of 2021 participants• Workshops for students who studied/interned abroad in 2020-2021

Goals & Outcomes:

- Providing students with a broadened perspective on career opportunities globally and the skills necessary to succeed
- Deep exposure to one or more global markets representing potential employers, partners, suppliers or customers
- Specific skill building to be competitive and secure positions requiring global knowledge and experience
- Undergraduates leveraging their global experiences to secure internships/jobs as well as to advance in their careers.

Evaluation Methods:

- Course evaluations
- Short and long-term impact surveys
- Job placement of participants in the Accelerator
- Detailed Program Review in coordination with the UW and Foster Career Centers

Supplement # 24: Program Budgets Overview

PROGRAMS	CPP	2018-2019		2019-2020		2020-2021		2021-2022		Totals	
		DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 1 - National Resources											
National Business Institutes for Community College Faculty	CPP 2	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$12,000	\$0
Global Business Case Competition		\$0	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0	\$60,000
CIBER Business Language Conference		\$0	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$0	\$10,000	\$0
NASBITE Conference & Certification		\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
National District Export Council Forum		\$750	\$0	\$750	\$0	\$750	\$0	\$750	\$0	\$3,000	\$0
Arctic Renewable Energies Conference		\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
National CIBER Export Initiative		\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
MSI and CC Consortium	CPP 2	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$40,000	\$0
Global Tech Talks		\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000	\$0
China Town Hall		\$500	\$2,000	\$500	\$2,000	\$500	\$2,000	\$500	\$2,000	\$2,000	\$8,000
Asia Studies Fellows Program	CPP 2	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
Total Mandate 1		\$21,250	\$17,000	\$26,250	\$17,000	\$21,250	\$17,000	\$26,250	\$17,000	\$95,000	\$68,000
Mandate 2 - Critical Foreign Languages											
Certificate of International Studies in Business	CPP 1	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$20,000
Business Language Instructional Resources		\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$20,000	\$0
Business Language Case Competition		\$4,500	\$6,000	\$4,500	\$5,750	\$4,500	\$6,000	\$4,500	\$5,750	\$18,000	\$23,500
Language Diplomas		\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Business Language Scholarships		\$1,000	\$5,500	\$1,000	\$5,000	\$1,000	\$5,000	\$1,000	\$5,000	\$4,000	\$20,500
Critical Language Fellows		\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
Language and Culture Essentials		\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$12,000	\$0
Business Language Abroad		\$0	\$0	\$0	\$0	\$2,000	\$0	\$2,000	\$0	\$4,000	\$0
Chinese for Professional Purposes: An Advanced Course Series		\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000
Model EU		\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Total Mandate 2		\$17,500	\$18,000	\$17,500	\$17,250	\$19,500	\$17,500	\$19,500	\$17,250	\$74,000	\$70,000
Mandate 3 - Research & Training											
Faculty Development Across Trade Networks		\$8,000	\$0	\$5,000	\$0	\$8,000	\$0	\$5,000	\$0	\$26,000	\$0
Faculty/PhD Fellows		\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$20,000	\$0
Library Resource Grants		\$4,000	\$10,000	\$2,000	\$10,000	\$2,000	\$10,000	\$2,000	\$10,000	\$10,000	\$40,000
Departmental Seminar Support		\$2,500	\$0	\$2,500	\$0	\$2,000	\$0	\$2,000	\$0	\$9,000	\$0
Study Abroad Development Grants		\$5,000	\$2,000	\$3,000	\$2,000	\$3,000	\$2,000	\$3,000	\$2,000	\$14,000	\$8,000
Global Innovation Exchange Team Research		\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$16,000	\$0
Collaborative Online International Learning (COIL) Grants	CPP 2	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$16,000	\$0
Managing the Global Workforce Course		\$0	\$0	\$2,500	\$0	\$0	\$0	\$0	\$0	\$2,500	\$0
Global Awareness Survey		\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
International Business Compliance Course		\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500	\$1
Total Mandate 3		\$33,500	\$12,000	\$28,500	\$12,000	\$28,500	\$12,000	\$25,500	\$12,000	\$116,000	\$48,000
Mandate 4 - Training for Students											
Study & Internships Abroad	CPP 1	\$12,000	\$8,000	\$13,000	\$5,000	\$10,000	\$5,000	\$12,000	\$5,000	\$47,000	\$23,000
Russell Investment International Global Case Competition		\$4,000	\$5,000	\$4,000	\$5,000	\$3,000	\$5,000	\$3,000	\$5,000	\$14,000	\$20,000
Global Business Forum		\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000	\$0
Global Consulting Projects	CPP 1	\$0	\$10,000	\$0	\$10,000	\$0	\$8,600	\$0	\$5,000	\$0	\$33,600
Global Business for High Schools		\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Global Student Leaders Program		\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Global Careers Accelerator	CPP 1	\$5,000	\$0	\$1,000	\$0	\$5,000	\$0	\$1,000	\$0	\$12,000	\$0
Global Start Up Series	CPP 1	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
MBA Global Mindset Initiative		\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
Undergradaute Global Business Perspective Requirement		\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Global Health Business Case Competition		\$4,000	\$5,000	\$2,000	\$5,000	\$2,000	\$5,000	\$2,000	\$5,000	\$10,000	\$20,000

Supplement # 24: Program Budgets Overview

PROGRAMS	CPP	2018-2019		2019-2020		2020-2021		2021-2022		Totals	
		DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 4 - Training for Students (cont.)											
International Accounting Initiative		\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	\$0
Total Mandate 4		\$37,500	\$28,000	\$27,500	\$25,000	\$27,500	\$23,600	\$25,500	\$20,000	\$118,000	\$96,600
Mandate 5 - Regional Resources to Businesses											
Doing Global Business Series	CPP 1	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$20,000	\$0
Business Growth Projects		\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$4,000	\$0	\$19,000
Tateuchi Asian Business Distinguished Speaker Series		\$0	\$13,000	\$0	\$13,000	\$0	\$7,500	\$0	\$5,000	\$0	\$38,500
Executive & Technology Management MBA Study Tours	CPP 1	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$4,000	\$0	\$19,000
Export Readiness Programs		\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$10,000	\$0
Taiwan Business Conference		\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$0
Cloud Computing Global Expansion Projects	CPP 1	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$10,000
Global Business Law Institute Partnership		\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$1,000	\$4,000	\$1,000
Total Mandate 5		\$8,500	\$25,500	\$8,500	\$25,500	\$13,500	\$20,000	\$8,500	\$16,500	\$39,000	\$87,500
Mandate 6 - Regional Faculty, Students, & Institutions											
Northwest International Business Educators Network	CPP 2	\$8,000	\$0	\$8,000	\$1,000	\$8,000	\$0	\$8,000	\$1,000	\$32,000	\$2,000
Community College Master Teacher Institute	CPP 2	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
AIB West		\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
CIBER Western Regional Conference	CPP 2	\$0	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$0	\$10,000	\$0
NW Indian College Curriculum Development	CPP 2	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$0	\$0	\$7,500	\$0
Regional Community College Partnerships	CPP 2	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$10,000	\$0
Community College Business Language Partnership	CPP 2	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
NW Regional Case Competition	CPP 2	\$3,000	\$1,250	\$3,000	\$1,250	\$3,000	\$1,250	\$3,000	\$1,250	\$12,000	\$5,000
Regional BISNET		\$3,000	\$1,000	\$0	\$0	\$3,000	\$1,000	\$0	\$0	\$6,000	\$2,000
Total Mandate 6		\$23,000	\$2,250	\$25,000	\$2,250	\$23,000	\$2,250	\$22,500	\$2,250	\$93,500	\$9,000

Notes: The above program budgets include travel, supplies, and contractual services. Program budgets do not include faculty or staff time dedicated to leading these programs. Per University requirements the total UW CIBER budget reflects one to one match. See Supplement 26 for more budget details.

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

1. NIDHI AGRAWAL, Professor, Marketing

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2011 – Present

Affiliated Faculty, South Asia Center, Jackson School of International Studies, University of Washington

EDUCATION

PhD, New York University, Marketing, 2006

MBA, Mudra Institute of Communications Ahmedabad, 1999

BBA, Gujarat University, Ahmedabad, India, 1997

SELECTED INTERNATIONAL RESEARCH

“Culture and Persuasion,” *Handbook on Culture and Consumer Psychology*, 2015

“Emotional agency appraisals influence responses to preference inconsistent information” with Han, D., & Duhachek, A., *Organizational Behavior and Human Decision Processes*, 2013

“Motivational and Cultural Variations in Mortality Salience Effects: Contemplations on Terror Management Theory and Consumer Behavior” with Maheswaran, D., *Journal of Consumer Psychology*, 2004

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Visiting Scholar, Kobe University, 2018

MBA Mentor, Foster Business Research Group – Global Health Projects, 2013

SELECTED DISTINCTIONS

AMA Foundation – Erin Anderson Award for Scholarship and Mentorship, 2017

Hong Kong Research Grants Council Competitive Recipient, 2008

2. MARIE ANCHORDOGUY, Professor, Japan Studies Program

UW CIBER Advisory Board Member

Jackson School of International Studies, University of Washington, 2006 – present

CISB Japanese Track Faculty Advisor

EDUCATION

PhD, School of Business Administration, University of California Berkeley, 1986

MBA, School of Business Administration, University of California Berkeley, 1982

BA, Japanese Studies, University of California Berkeley, 1978

BA, Music, University of California Berkeley, 1978

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Entrepreneurship, Innovation, and the Emergence of the Electronics Sector in Japan”, in *The Boundary of the Firm and Collective Knowledge Management: Reprogramming Business Institutions for Open Innovation*, Proceedings of Kyoto University and Hosei University Joint International Workshop, 2012

Teaching Activities

Japanese Business and Technology; Science, Technology, and Innovation in East Asia; Political Economy of Japan; Introduction to Contemporary Japan

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Fellowship Proposal referee, Ecole des Hautes Etudes En Sciences Sociales, France-Japan Foundation Center for Japanese Advanced Studies in Paris Fellowship Program, 2016-2017

European Association for Japanese Studies in Lisbon, Portugal, August 2017

5th Congress of Asia and Pacific Studies in Paris, September 2015

Stanford Project on Japanese Entrepreneurship, 2015

Co-Editor, Journal of Japanese Studies, 2004-2015

SELECTED DISTINCTIONS

Abe Fellowship Recipient

U.S.-Japan Friendship Commission Grant Recipient

National Science Foundation (NSF) Research Fellowship, National Institute of Science and Technology Policy, Japan's Science and Technology Agency, September 1992-July 1993

Fulbright fellowship

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

3. KIRSTEN AOYAMA, Director, CIBER

Foster School of Business, University of Washington, 2000 - present

EDUCATION

Executive Development Program Certificate, Foster School of Business, 2003

MA, Japanese Studies, University of Washington, 1994

BA, Asian Studies, Tufts University, 1990

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Global Leadership Forum Board Member 2016-Present

International Business Technical Advisory Committee Member, North Seattle Community College, 2013-present

Advisory Council Member, University of Washington Office of Global Affairs, 2009 - present

Advisory Board Member, Trade Development Alliance, 2001 - 2014

Advisory Board Member, University of Washington Certificate in Business for Int'l Professionals, 2001 – 2014

Founding President & Treasurer, Fulbright Association, Western WA Chapter, 2000 – 2014

Member, University of Washington Language Board, 2005 – 2009

National Board Member, Fulbright Association 2002 – 2007

International Marketing Manager, URS/O'Brien Kreitzberg, 1998-2000

Aviation Marketing, Port of Seattle/SeaTac Airport, 1992-1998

OTHER INTERNATIONAL EXPERIENCE

Fulbright Grant, Tohoku University, Japan, 1990-1991

Language Study: Japanese (7 years)

SELECTED DISTINCTIONS

Dean's Leadership Award, 2010

UW Foster School Staff Excellence Award, 2002

4. BRUCE AVOLIO, Professor, Management

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2008 – Present

Executive Director, Center for Leadership and Strategic Thinking, 2008 – Present

EDUCATION

PhD, University of Akron, 1981

MA, University of Akron, 1978

BA, State University of New York, 1975

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

"Leadership and culture influences on ethical cognitions and behaviors: A multi-level systems approach" with Schaubroeck, J.M., Hannah, S.T., Kozlowski, S.W.J., Lord, R.G., Trevino, L.K., Dimtak, N., & Peng, A.C., *Academy of Management Journal*, 2012

"Leadership and management research in Africa: A synthesis and suggestions for future research" with Walumbwa, F.O., & Aryee, S., *Journal of Occupational and Organizational Psychology*, 2011

"The Role of Psychological Capital in Global Mindset Development" with Rachel Clapp-Smith, & Fred Luthans, in Mansour Javidan, Richard M. Steers, Michael A. Hitt (ed.), *The Global Mindset (Advances in International Management, Volume 19)*, 2007

Collaborative research: Examining e-leadership in global virtual teams through a longitudinal assessment of the formation of trust, potency, commitment, and performance in UNISYS. (\$150,000 NSF, 2002-2006)

Teaching Activities

Technology Management 549: International Business & Cultural Immersion

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Director, Global Leadership Institute, College of Business University of Nebraska, 2003-2008

Developed a global leadership index for Unilever, 2007

SELECTED DISTINCTIONS

Named one of the world's 150 most influential management scholars, *Journal of Management*, 2008

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

Fellow of the American Psychological Society, 2009

Fellow of the Academy of Management, 2009

Distinguished Visiting Professor Queensland University of Technology, Brisbane, Australia, 2000-2003

Appointed to Chief of Defense Advisory Council, Singapore, 2002

5. LAURAL BALLEW, Chair, Department of Tribal Governance and Business Management

Northwest Indian College, 2008-present

EDUCATION

PhD, Indigenous Development and Advancement, Te Whare Wananga o Awanuiarangi, 2013-present

MPA, Public Administration, Tribal Governance, Evergreen State College, 2004-2006

BA, American Cultural Studies – Native American Studies, Western Washington University, 2000-2002

AAS, Budget Administration, Northwest Indian College, 1995-2000

SELECTED RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Potential Paths for Native Nations” with Klosterman, R., *Asserting Native Resilience*, 2012

Teaching Activities

Economics 203, Tribal Governance and Business Management 310 & 315

SELECTED DISTINCTIONS

Founding Member, Chapter of Phi Theta Kappa at Northwest Indian College, 2000

Northwest Indian College Student of Year awarded by American Indian College Fund, 1999

6. JENNIFER BAUERMIESTER, Director, MBA Strategic Consulting Program

Foster School of Business, University of Washington, 2015 – present

EDUCATION

Executive MBA, University of Washington Foster School of Business, 2015

BA, Political Science & Spanish, Washington State University, 2000

ELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

CISB Spanish Track Advisor, 2015-2017

OTHER INTERNATIONAL EXPERIENCE

Tecnologico de Monterrey, Exchange program, 1999

7. LETA BEARD, Senior Lecturer, Marketing & International Business

Foster School of Business, University of Washington, 1995 – present

EDUCATION

MBA, Finance and Marketing, University of Washington, 1980

BA, Business Administration, Marketing and Management, University of Washington, 1978

SELECTED INTERNATIONAL TEACHING ACTIVITIES

Marketing; International Business

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Faculty Director, UW Exploration Seminar, Ireland, 2008-present

Faculty Advisor, International Business Case Competitions in Canada, China, Denmark, New Zealand, Portugal, Serbia and Singapore, 2008-present

Faculty Leader, Business Core Abroad Program, 2014

Faculty Development in International Business at the University of South Carolina, 2012

Faculty Advisor, MBA Global Business Study Tour, Puerto Rico 2009

SELECTED DISTINCTIONS

International Business Faculty of the Year 2017

Marketing and International Business Faculty of the Year, 2010 & 2016

UW American Marketing Association Lifetime Achievement Award 2015

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Marketing and International Business Faculty of the Year, 2013
Marketing Professor of the Quarter, 2011 & 2012
Alpha Kappa Psi (Business Fraternity) Professor of the Quarter, 2010
UW Distinguished Contribution to Lifelong Learning Award, 2009

8. **XIAO-PING CHEN, Associate Dean Faculty and Academic Affairs; Professor, Management & Organization**

UW CIBER Faculty Fellow & Advisory Board Member
Foster School of Business, University of Washington, 1999 - present

EDUCATION

PhD, Social and Organizational Psychology, University of Illinois at Urbana-Champaign, 1995
MA, Social and Organizational Psychology, University of Illinois at Urbana-Champaign, 1992
MEd, Industrial and Organizational Psychology, Hangzhou University, 1988
BS, Industrial and Organizational Psychology, Hangzhou University, 1985

SELECTED INTERNATIONAL RESEARCH

Research & Publications

“Unlocking expatriates’ job creativity: The role of cultural learning and metacognitive and motivational cultural intelligence” with Xu, X.J., *Management and Organization Review*, forthcoming
“Affective trust in Chinese leaders: Linking paternalistic leadership to employee performance” with Eberly, M., Chiang, T-J., Farh, J. L., & Cheng, *Journal of Management*, 2014
“Guanxi dynamics: Shifts in the closeness of ties between Chinese coworkers,” with S. Peng, *Management and Organization Review*, 2008

Managing Across Cultures. Third Edition. Beijing: Tsinghua University Press, 2006.

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Editor-in-Chief, *Management Insights*
Editor-in-Chief, *Organizational Behavior and Human Decision Processes (OBHDP)*
Consulting Editor, *Management and Organization Review (MOR)*
Member, Editorial Board of *Journal of International Business Studies (JIBS)*

SELECTED DISTINCTIONS

Fellow, American Psychological Association, 2017- present
Recipient, Dean’s Leadership Award, 2017
Recipient, Distinguished Scholarly Contribution Award, International Association for Chinese Management Research, 2016

9. **MING FAN, Faculty Director, Master of Science in Information Systems; Associate Professor, Information Systems**

UW CIBER Faculty Fellow
Foster School of Business, 2002 – present

EDUCATION

PhD, Management Information Systems, University of Texas at Austin, 1999
MA, Urban Studies, University of Akron, 1991
BS, Urban and Regional Planning, Nanjing University, China, 1987

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Online Inter-Provincial Trade,” with Yang Yang, Yuan Liu. *Information Systems and e-Business Management*. Forthcoming.
“Advertising versus Brokerage Model for Online Trading Platforms,” with Jianqing Chen and Mingzhi Li. *MIS Quarterly*, 2016
“An Integrative Framework for Intelligent Software Project Risk Planning,” with Yong Hua, Jianfeng Du, Xiangzhou Zhang, Xiaoling Hao, E.W.T. Ngaie, and Mei Liu. *Decision Support Systems* 2013

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“Design and Analysis of Contracts for Software Outsourcing,” with Debabrata Dey and Conglei Zhang. *Information Systems Research*, 2010

“Evaluation and Design of Online Cooperative Feedback Mechanisms for Reputation Management,” with Yong Tan and Andrew B. Whinston. *IEEE Transactions on Knowledge and Data Engineering*, 2005

“E-Loyalty: Elusive Ideal or Competitive Edge?” with Sarv Devaraj and Rajiv Kohli. *Communications of the ACM*, 2003

Teaching

Introduction to E-Commerce, International MBA Program, University of Science and Technology of China, 2017

“An Empirical Analysis of Seller Advertising Strategies in an Online Marketplace,” Nanjing University, Nanjing University of Science and Technology, China, 2016.

“Internet Finance in China,” New York University, 2014.

“Trust in Electronic Markets,” Alibaba, 2010; Beihang University, 2011

Foster School of Business PhD Seminars

Elective and Core Courses in Information Systems, MBA program

Elective and Core Courses in Undergraduate Business Program

SELECTED DISTINCTIONS

Program Co-Chair, Workshop on E-Business, Seoul, South Korea, 2017

Co-Chair, The China Summer Workshop on Information Management, Nanjing, China, 2017

PhD Mentor Award, Foster School of Business, 2016

Program Co-Chair, Workshop on E-Business, Dublin, Ireland, 2016

Best Paper Award, China Summer Workshop on Information Management, 2012.

10. CRYSTAL FARH, Assistant Professor, Management & Organization

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2015 – present

EDUCATION

PhD, Robert H. Smith School of Business, University of Maryland, 2012

BA, Bachelor of Arts in Psychology, Harvard College, 2005

SELECTED INTERNATIONAL RESEARCH AND COMMUNITY ACTIVITIES

Research & Publications

“Networking abroad: A process model of how expatriates form support ties to facilitate adjustment”, Farh, C. I. C., Bartol, K. M., Shapiro, D. L., & *Shin, J. *Academy of Management Review*, 2010

“When does cross-cultural motivation enhance expatriate effectiveness? A multilevel investigation of the moderating roles of subsidiary support and cultural distance”, Chen, G., Kirkman, B. L., *Kim, K., Farh, C. I. C., & Tangirala, S., *Academy of Management Journal*, 2010

“Out of sight and out of mind? Strategies for enhancing inclusion in multinational organizations”, Farh, C. I. C., Liao, H., Shapiro, D. L., & Shin, J. (Under review, *Journal of Applied Psychology*.)

Academic Service

Member, OB Division’s Best Paper with International Implications Award Committee, 2015-present

Editorial Board Member, *Journal of Applied Psychology*, 2014- present

Editorial Board Member, *Academy of Management Journal*, 2014- present

SELECTED DISTINCTIONS

Ascendant Scholar Award, Western Academy of Management (2017)

Editorial Board Outstanding Reviewer Award, *Academy of Management Journal* (2016)

Wallace Dissertation Research Award, Society for Industrial Organizational Psychology (2014)

11. RYAN FEHR, Associate Professor, Management & Organization

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2011 – present

EDUCATION

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PhD, Organizational Psychology, University of Maryland, 2010

MA, Organizational Psychology, University of Maryland, 2007

BA, Organizational Psychology, The College of New Jersey, 2005

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Polluted work: A self-control perspective on air pollution appraisals, organizational citizenship, and counterproductive work behavior”, Fehr, R., Yam, K. C., He, W., Chiang, J. T., & Wei, W, *Organizational Behavior and Human Decision Processes*, 2017

“How do leaders react when treated unfairly? Leader narcissism and self-interested behavior in response to unfair treatment”, Liu, H., Chiang, J. T., Fehr, R., Xu, M., & Wang, S., *Journal of Applied Psychology*, 2017

Teaching Activities

Ethical Leadership and Decision-Making

Business, Government, and Society

Principles of Negotiation

Research Methods

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Academy of Management: Conflict Management, Social Issues in Management, and Organizational Behavior divisions

Positive Organizational Scholarship Community of Scholars

Association for Psychological Science

Editorial Board Member of *Journal of Applied Psychology*, 2015-present

Editorial Board Member of *Organizational Behavior and Human Decision Processes*, 2015-present

12. CHRISTINA FONG, Senior Lecturer, Management & Organization

Foster School of Business, University of Washington, 2003 – present

EDUCATION

PhD, Organizational Behavior, Graduate School of Business, Stanford University

MA, Sociology, Stanford University

BA, Psychology, Williams College

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Academic Director for the MBA Global Business Forum

Faculty Leader, Business Core Abroad Program, 2016-2018

Organizational Leadership Courses for Undergraduate, Full Time and Evening MBA students

Executive Education in Leadership, Innovation, and Negotiation

SELECTED DISTINCTIONS

Distinguished Teaching Award, University of Washington, 2011

Honored by “Women as Bridge Builders: Making A Difference” Women of Color Empowered Award, sponsored by Northwest Asian Weekly, 2016

Co-winner of Dean’s Leadership Award, 2015

13. MARK FOREHAND, Chair, Marketing & International Business

Foster School of Business, University of Washington, 1997 – present

EDUCATION

Ph.D., Marketing, Stanford University, 1997

B.A., Psychology-Decision Science, Stanford University, 1992

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“It’s Not Us, It’s You: How Threatening Self-brand Association Leads to Brand Pursuit,” Angle, Justin and Mark Forehand, *International Journal of Research in Marketing*, 2016

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“Identity-Based Consumer Behavior,” Reed II, Americus, Mark Forehand, Stefano Putoni and Luk Warlop, *International Journal of Research in Marketing*, 2012

“Consumer Memory Processes: Associative Network Models,” Mercurio, Kathryn and Mark Forehand, *Consumer Behavior*, eds. Richard P. Bagozzi and Ayalla Ruvio, Wiley International Encyclopedia of Marketing, John Wiley & Sons, 2010

Teaching Activities

Professor, Global Strategy and Leadership Program, University of Washington, 2007-2008

Professor, Global Management Program, University of Washington, 2002-2010

14. DEBRA GLASSMAN, Faculty Director, CIBER; Senior Lecturer, Finance & Business Economics

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 1992 – present

CIBER Faculty Director, 2006 – present

Certificate of International Studies in Business Faculty Director, 2003-present

EDUCATION

PhD, University of Wisconsin, 1980

MS, University of Wisconsin, 1979

BA, University of Michigan, 1975

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Global Social Entrepreneurship Competitions: Incubators for Innovations in Global Health?” Journal Article: Huster, K., Petrillo, C., O'Mally, G., Glassman, D., Rush, J., & Wasserheit, J., *Journal of Management Education*, 2017

“Market Timing by Global Fund Managers” with Leigh Riddick, *Journal of International Money and Finance*, 2006

“Off the Mark: Lessons for Exchange Rate Modelling,” Journal Article: Boothe, P., & Glassman, D., *Oxford Economic Papers*, 1987

Teaching Activities

Faculty Leader, Business Core Abroad Program, 2014

Faculty Leader, Business Britain Program, 2015-2017

Programs: Executive MBA, Technology Management MBA, full-time MBA, part-time MBA, undergraduate program

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

FLAS Fellowship Committee

Member of Advisory Committees for European Union Center, Center for West European Studies, Global Health Minor, and Trademarks & Licensing

Member of Executive Committee for Phi Beta Kappa

SELECTED DISTINCTIONS

Technology Management MBA 2017 Faculty of the Quarter

Evening MBA Class of 2013 Core Professor of the Year

Global Executive MBA Award for Teaching Excellence: 2001-2009

Professor of the Quarter, Fall 2005 Evening MBA Elective Program

Professor of the Year, Evening MBA Program, 2003

15. JARRAD HARFORD, Chair, Finance & Business Economics

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2001 – Present

EDUCATION

PhD, University of Rochester, 1998

MS, University of Rochester, 1996

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BS, Pennsylvania State University, 1993

SELECTED INTERNATIONAL RESEARCH

Research & Publications

“CEO Turnover-Performance Sensitivity in Private Firms” Journal Article: Gao, H., Harford, J., & Li, K., *Journal of Financial and Quantitative Analysis*, 2017

“Foreign Cash: Taxes, Internal Capital Markets, and Agency Problems” Journal Article: Harford, J., Wang, C., & Zhang, K., *Review of Financial Studies*, 2017

SELECTED DISTINCTIONS

Undergraduate Professor of the Year in Finance, 2005, 2010, 2012, 2016 & 2017

Interfraternity / Panhellenic Council Teaching Excellence Award, 2011, & 2013

William A. and Helen I. Fowler Endowment for Special Achievement in Finance, 2009, & 2013

Dean's Faculty Research Award, 2008

ISMBA Excellence in Teaching Award, 2006

16. FOAD IRAVANI, Assistant Professor, Operations Management

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2012 – present

EDUCATION

PhD, Operations Management, University of California, 2012

MAS, Industrial Engineering, University of Toronto, 2007

BS, Industrial Engineering, Sharif University of Technology, 2003

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Supply Chain Coordination in the Presence of Gray Markets and Strategic Consumers”, R. Ahmadi and H. Mamani, *Production and Operations Management*, 2017

“Beyond Price Mechanisms: How Much Can Service Help Manage the Competition from Gray Markets”, R. Ahmadi and S. Dasu, *European Journal of Operational Research*, 2015

“Coping with Gray Markets: The Impact of Market Conditions and Product Characteristics”, R. Ahmadi and S. Dasu, *Production and Operations Management*, 2015

“A Hierarchical Framework for Organizing a Software Development Process”, R. Ahmadi and S. Dasu, *Operations Research*, 2012

Teaching Activities

Principles of Operations Management, Undergraduate Core

Introduction to Statistical Methods, Undergraduate Core

Business Statistics, Full-time MBA Core

Stochastic Models for Research in Business and Management, PhD Program

Queueing Models, PhD Program

SELECTED DISTINCTIONS

Dean's Award for Excellence in Graduate Teaching, 2017

MBA Professor of the Quarter, Foster School of Business, Winter 2015, 2016, 2017

Dissertation Year Fellowship, UCLA Graduate Division (Granted to a limited number of graduate students in recognition of outstanding scholarship), 2011-2012

17. APURVA JAIN, Associate Professor of Operations Management; Co-Director Master of Supply Chain Management

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2000 – present

EDUCATION

PhD, Operations and Supply Chain Management, Krannert School of Management, Purdue University

MS, National Institute for Training in Industrial Engineering, 1989

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BS, University of Roorkee, 1988

SELECTED INTERNATIONAL RESEARCH

Research & Publications

“Impact of Retailers with Knowledge of Supplier’s Inventory on Supply Chain Performance” Jain, A., Mamani, H., & Moinszadeh, K., *Production and Operations Management*, 2017

“Priority Allocation in a Rental Model with Decreasing Demand” Jain, A., Moinszadeh, K., & Dumrongsiri, A., *Manufacturing & Service Operations Management*, 2015

“A Single-Supplier, Multiple-Retailer Model with Single-Season, Multiple-Ordering Opportunities and Fixed Ordering Cost” Jain, A., Moinszadeh, K., & Zhou, Y.-P., *Operations Research*, 2012

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Consulting experience: Motorola and Molex, India & Process and Resource planning

POMS International Conference, Hyderabad, India, 2013

Member, INFORMS

International Grant, Managing the Impact of Variability on Manufacturer and Retailers in Consumer Goods Supply Chains. Research Grant from International Commerce Institute of ERC Europe, 2008-2012

Professional trips to China and Thailand

18. JAMES JIAMBALVO, Dean; Professor, Accounting

Foster School of Business, University of Washington, 1977 – present

Dean, 2005 - present

EDUCATION

PhD, The Ohio State University, 1977

MAS, University of Illinois, 1973

BS, University of Illinois, 1970

SELECTED RESEARCH

Research & Publications

“Managerial Accounting” Fourth Edition, John Wiley and Sons, 2009.

“Do Stock Prices Fully Reflect the Implications of Special Items for Future Earnings,” with Burgstahler, D and Shevlin, T., *Journal of Accounting Research*, 2002

“Institutional Ownership and the Extent to Which Stock Prices Reflect Future Earnings,” with Rojgopal, S., and M. Venkatachalam, M., *Contemporary Accounting Research*, 2002

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Editorial Board, *The Accounting Review*, 2000-2005

Editorial Board, *Contemporary Accounting Research*, 1989-present

Editorial Board, *Auditing: A Journal of Theory and Practice*, 1999-2001

SELECTED DISTINCTIONS

Orin & Janet Smith Endowed Dean

Kirby L. Cramer Endowed Chair

Dean’s Citizenship Award, 2003

Lex N. Gamble Award for Excellence in E-Commerce, 2002

Andrew V. Smith Award for Service to the School of Business, 2000

19. MICHAEL JOHNSON, Associate Professor, Management & Organization

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2006-present

EDUCATION

PhD, Michigan State University

BA, Psychology, Hope College

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research Topic: Social identification variations across cultures

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Publications

“Relational versus collective identification within workgroups: Conceptualization, measurement development, and nomological network building,” coauthored with Zhang, S., Chen, X.P., Chen, G., Liu, D., *Journal of Management*, 2014

“Outcomes of absence control initiatives: A quasi-experimental investigation into the effects of policy and perceptions,” coauthored with Holley, E., Morgeson, F.P., Labonar, D., & Stetzer, A., *Journal of Management*, 2014

Teaching Activities

Professor, Leading across Cultures, MBA program

Professor, International Business, EMBA program

SELECTED DISTINCTIONS

Faculty of the Quarter, Technology Management MBA, 2014-2017

PhD Program Mentoring Award, Foster School of Business, 2016

MBA Professor of the Quarter, Foster School of Business, 2014

GM Nameplate Faculty Fellowship, 2012-2014

Western Academy of Management 2012 Ascendant Scholar Award, 2012

Core Professor of the Year, Evening MBA, Foster School of Business, 2011

Emerald Management Reviews Citation of Excellence (one of the top 50 management articles published in 2009 out of 15,000 considered)

Wells Fargo Award for Undergraduate Teaching, Foster School of Business, 2009

Finalist, Rosabeth Moss Kanter Award for Excellence in Work-Family Research (top 5 out of 2,000 manuscripts considered, 2009)

20. SAM KAPLAN, Director, Center of Excellence for Global Trade and Supply Chain Management, Highline College

Highline College, 2015-present

EDUCATION

BA, Mathematics and English, Willamette University, 1982-1986

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

President, Trade Development Alliance of Greater Seattle, 2011-2015

Legislative Assistant to U.S. Representative John Miller specializing in Foreign Affairs and Trade Issues

Founder and President, Gittes Global

21. RESAT KASABA, Director, Jackson School of International Studies; Professor, International Studies

Jackson School of International Studies, University of Washington, 1986-present

EDUCATION

PhD, Sociology, SUNY Binghamton

MA, Sociology, SUNY Binghamton

BS, Economics and Statistics, Middle East Technical University, Turkey

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Two Lives in Izmir at the End of World War One,” Remembering Donald Quataert. (Forthcoming)

“Nomads and Tribes in the Ottoman Empire,” Christine Woodhead ed., *The Ottoman World*, London and New York: Routledge, 2012

“Turkey from the rise of Atatürk” *The New Cambridge History of Islam*, Vol. 5: Francis Robinson ed., *The Islamic World in the Age of Western Dominance* (Cambridge: Cambridge University Press, 2010)

“La sociologie du Moyen-Orient et le Moyen-Orient dans la sociologie,” Eberhard Kienle ed., *Les sciences sociales en voyage* L’Afrique du Nord et le Moyen-Orient vus d’Europe, d’Amérique et de l’intérieur, Paris and Aix en-Provence: Karthala and Iremam, 2010

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“Antakya Between Empire and Nation,” P. Nikiforos Diamandouros, Thalia Dragonas and Çağlar Keyder eds., Spatial Conceptions of the Nation, London: I.B. Tauris, 2010
“Turkey Loses its Way, Muftah, April 22, 2014
“Turkey’s Hope: The Future” Crosscut, June 21, 2013
“Turkey is not another Arab Spring Chapter,” Seattle Times, June 18, 2013

Teaching Activities

Courses: Origins of the Global system, Iraq War, and Seminar in Turkish Studies

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Member of the Executive Board, Association of the Professional Schools of International Studies

OTHER INTERNATIONAL EXPERIENCE

Elected member of the Turkish Academy of Sciences

22. MASASHI KATO, Associate Faculty, Department of World Languages

Nippon Business Institute, Everett Community College, 2014-present

EDUCATION

MA, Urban Planning, University of Washington, 1980

MA, Sociology, University of Washington, 1978

BA, Sociology, Keio University, 1976

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Director, US Department of Education UISFL Grant Project, Nippon Business Institute, Everett Community College, 2014-2016

Associate Director, Technical Japanese Program, University of Washington, 2004-2014

Lecturer, Technical Japanese Program, University of Washington, 1991-2004

US Department of Education Grant Awardee Best Practice Webinar, “Japanese Language Fluency for Undergraduates Project,” 2016

Leslie Birkland Award for Leadership and Excellence in Japanese Education, Washington Association of Teachers of Japanese, 2014

Best Presentation Award, “Alternative Approaches to Teaching Business Language,” CIBER Business Language Conference, 2005

OTHER INTERNATIONAL EXPERIENCE

Program Director, Japanese Intensive Study Abroad Program, Everett Community College, 2016-present

23. AARON KORNGIEBEL, Interim Dean, Workforce Instruction, North Seattle College

North Seattle College, 2011-present

EDUCATION

PhD, Roman History, University of Arizona

MA, Ancient History, Boise State University

BA, History, Cum Laude, Latin Language and Literature Minor, Boise State University

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Associate Dean, Workforce instruction Division, 2016-2018

Instructor, Electronics Technology and History Departments, 2016-2017

Instructor, Humanities and Social Sciences, Seattle, Central College, 2015

24. SURESH KOTHA, Chair, Management & Organization

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 1996 – present

Research Director, Buerk Center for Entrepreneurship, University of Washington

EDUCATION

PhD, Rensselaer Polytechnic Institute, 1988

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MS, Rensselaer Polytechnic Institute, 1986
MBA, Rensselaer Polytechnic Institute, 1983
M Arch, Rensselaer Polytechnic Institute, 1982
B Arch, University of Madras, 1980

SELECTED INTERNATIONAL RESEARCH

Research & Publications

“Managing a Global Partnership Model: Lessons from Boeing 787 ‘Dreamliner’ Program“. Journal Article:
Kotha, S., & Srikanth, K., Global Strategy Journal, 2013

“Technological Sophistication versus Cultural Similarity: An Empirical Analysis of Country Factors Influencing
Location Decision in the Internationalization of Internet Firms,” with F. Rothaermel and H. K. Steensma,
Journal of Management, 2006

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Field Editor, *Journal of Business Venturing*

Editorial Review Board Member, *Strategic Management Journal*

Past Associate Editor, *Journal of Operations Management*

SELECTED DISTINCTIONS

Teacher of the Year Award, Technology Management MBA program, Foster School of Business, 2011-2012

Teacher of the Quarter Award, Technology Management MBA program, Foster School of Business, 2012

International Research Award, 2004

25. WILLIAM LAVELY, Director, East Asia Center; Professor, International Studies

Jackson School of International Studies, University of Washington

EDUCATION

PhD, University of Michigan, 1982

MA, University of California, Berkeley, 1977

BA, University of Michigan, 1971

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Rural China on the Eve of the Communist Takeover: G. William Skinner’s fieldwork in Sichuan, 1949-50”,
Lavelly, William, and Steven Harrell. ed. University of Washington Press, 2017

“Revising the Malthusian Narrative: The Comparative Study of Population Dynamics in Late Imperial
China.” Lavelly, William and Wong, R. Bin, Western Scholarship on Chinese History: Vol. 6, Modern
Chinese History. Edited by Yue Dong, Chinese University Press, 2013

“Changes in Social Values and Lifestyles”, Lavelly, William. Edited by Roger Detels, Sheena Sullivan, and Chorh
Chuan Tan, University of California Press, 2012.

“Zhongguo Hainan Lizu Meifu shequ chusheng yinger de xingbie pianhao” [Sex preference for children in a
Meifu Li community in Hainan, China], Renleixue jingdian daodu [Understanding anthropology], Lavelly,
William, Jianke, Li and Jianghong, Li, Edited by Zhuang Kongshao, Zhongguo, 2008

Teaching Activities

Demographics of Asia, Seminar: Introduction to the Interdisciplinary Study of China

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Languages include Chinese, Mandarin, French, and Pashtu

Field Experience: Studied in France, England, Taiwan and China. Field research conducted in China. Numerous
trips to China for conferences and research

SELECTED DISTINCTIONS

Member, Sociology Advisory Panel, National Science Foundation, March 30-31, 2009.

Discussant and advisor, North American Taiwan Studies Association (NATSA) Conference, Seattle, June 28,
2008

Advisory board, China Population and Labor Yearbook, 2008

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

26. THOMAS LEE, Professor, Management & Organization

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 1983 – present

EDUCATION

PhD, Management, Lundquist College of Business, University of Oregon, 1984

MA, Industrial Psychology, Bowling Green State University, 1977

AB, Psychology, University of California, Berkeley, 1975

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Turnover contagion: How coworkers’ job embeddedness and coworkers’ job search behaviors influence quitting,” with W. Felps, T.R. Mitchell, D. Heckman, B.C. Holtom and W.S. Harman, *Academy of Management Journal*, 2009

“Explaining Employment Relationships with Social Exchange and Job Embeddedness,” with P.W. Hom, A.S. Tsui, J.B. Wu, Y. Zhang, P.P. Fu and L. Li, *Journal of Applied Psychology*, 2009

“The management professor,” *Academy of Management Review*, 2009

“Job embeddedness in a culturally diverse environment,” with C. Mallol and B.C. Holtom, *Journal of Business and Psychology*, 2007

Teaching Activities

Employee hiring, retention and commitment

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Fellow, Academy of Management

Fellow, Society for Industrial and Organizational Psychology

2016 Academy of Management Career Achievement Award for Distinguished Service

2015 Herbert Heneman Jr. Career Achievement Award from the *Human Resources Division* of the Academy of Management

Past President, Academy of Management, 2008-2009

President, Academy of Management, 2007-2008

SELECTED DISTINCTIONS

Hughes M. Blake Endowed Professor of Management

27. CHAN LU, Assistant Professor, Asian Languages & Literature

Department of Asian Languages and Literature, University of Washington, 2016-present

EDUCATION

PhD, Second Language Acquisition, School of Humanities and Social Sciences, Carnegie Mellon University

MA, Teaching Chinese as a Second Language, Beijing Language and Culture University

BA, Chinese Language and Literature, Xiangtan University

SELECTED INTERNATIONAL RESEARCH

Contracted book manuscript: Bilingual development in a Chinese immersion program, Palgrave MacMillan

“The roles of phonological awareness and oral vocabulary knowledge in English-Chinese bilingual acquisition among Chinese heritage language learners”, Lü, C. & Koda, K., *Heritage Language Journal*, 2017

“*Learning Chinese in Diasporic Communities: Many pathways to being Chinese*”, Chinese heritage language schools in the United States, Lü, C. In X. Curdt-Christiansen & A. Hancock (eds.), Amsterdam: John Benjamins, 2014

28. HAMED MAMANI, Associate Professor, Operations Management

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2008 – Present

EDUCATION

PhD, Massachusetts Institute of Technology, 2008

BS, Sharif University of Technology, 2003

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SELECTED INTERNATIONAL RESEARCH & TEACHING ACTIVITIES

Research & Publications

“Bundle Payments vs. Fee-for-Service: Impact of Payment Scheme on Performance”, Adida, E., Mamani, H., & Nassiri, S., *Management Science*, 2017

“Closed-Form Solutions for Robust Inventory Management”, Mamani, H., Nassiri, S. & Wagner, M., *Management Science*, 2017

“A Game Theoretic Model of International Influenza Vaccination Coordination”, Chick, S.E., Mamani, H., & Simchi-Levi, D., *Management Science*, 2013

Teaching Activities

Faculty Leader, Business Core Abroad Program, 2016-2018

SELECTED DISTINCTIONS

Faculty of the Quarter, Autumn 2015.

Faculty of the Quarter, Autumn 2014.

Undergraduate Faculty of the Year Award, 2013-2014

PhD Program Mentoring Award, 2012-2013

Undergraduate Teaching Award, Autumn Quarter, 2011

29. MARILIS MEDIAVILLA, Lecturer, Spanish

Spanish and Portuguese Department, University of Washington, 2006

CISB Spanish Track Faculty Advisor

EDUCATION

Certificate in Strategic Management, Harvard University

Pedagogy Aptitude Course (CAP), University of Valladolid, Spain

English Language and Literature Licensing, University of Valladolid, Spain

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Full-Time Lecturer, Department of Spanish and Portuguese

Study Abroad Program Director, Business Spanish Program, 2017-present

Business Spanish Course Development, SPAN 313

International Association of Hispanistas Member

Heritage Language Journal Contributor

Harvard Club of Seattle, Member

Washington Association for Language Teaching Member

30. SHAOSONG OU, Senior Lecturer, Information Systems

Foster School of Business, University of Washington, 2007 - present

CISB Chinese Track Faculty Advisor

EDUCATION

PhD, Business Administration – Management of Information Systems, University of Southern California, 2006

MA, Economics, University of Illinois – Chicago, 1999

BA, Economics, Huazhong University of Science and Technology, Wuhan, China, 1996

SELECTED RESEARCH AND TEACHING ACTIVITIES

Study Abroad Program Director, various locations 2010-present

Visiting Assistant Professor, Information Technology Management (ITM) Department, School of Business, University at Albany – State University of New York (SUNY), 2006–2007

Lecturer, Management Department, Albers School of Business and Economics, Seattle University, 2005–2006

Lecturer, Information and Operations Management Department, Marshall School of Business, University of Southern California, 2004 –2005

SELECTED DISTINCTIONS

Dean’s Undergraduate Teaching Award, Foster School of Business, University of Washington, 2012

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

Faculty of the Year Award – Department of Information Systems and Operations Management, Foster School of Business, University of Washington, 2007-2017

Instructor of the Quarter – Department of Information Systems and Operations Management, Foster School of Business, University of Washington, 2009-2013

Professor of the Year Award, Graduate Students Association, School of Business, State University of New York (SUNY) – Albany, 2007

31. ANDY RABITOY, Executive Director, EY Center for Career Advancement

Foster School of Business, University of Washington, 2012 - present

EDUCATION

MA, Career Counseling, University of San Diego

BA, Industrial and Organizational Psychology, Western Washington University

OTHER INTERNATIONAL EXPERIENCE

Global Employability Summit: Shanghai/Hong Kong July 2017

Global Career Summit: University of Leicester, United Kingdom; Limerick University, Ireland, March 2016, 2017

Silk Road to the Future Program, University of California, 2007

Bureau of Education Research coordinating educational seminars in US and Canada

International Counseling Conference, Bangkok, Thailand, 2006

32. SCOTT J. REYNOLDS, Director, PhD Program; Professor of Business Ethics

Foster School of Business, University of Washington, 2002 – present

EDUCATION

PhD, Business Administration, Carlson School of Management, University of Minnesota, 2002

MA, Organizational Behavior, Brigham Young University, 1995

BS, Zoology, Brigham Young University, 1993

SELECTED RESEARCH AND TEACHING ACTIVITIES

“Turning good soldiers into bad apples: Examining when and why citizenship behavior leads to deviance”, Yam, K. C., Klotz, A. C., He, W., & Reynolds, S., *Academy of Management Journal*, 2017

“Are the “customers” of business ethics courses satisfied? An examination of one source of business ethics education legitimacy”, Reynolds, S. J. & Dang, C. T., *Business & Society*, 2017

“Out of control: A self-control perspective on the link between surface acting and abusive supervision”, Yam, K. C., Fehr, R., Keng-Highberger, F. T., Klotz, A. C. & Reynolds, S. J., *Journal of Applied Psychology*, 2016

“The effect of victim anonymity on unethical behavior”, Yam, K. C., & Reynolds, S. J., *Journal of Business Ethics*, 2016

SELECTED DISTINCTIONS

Chair, Faculty Council

Lex N Gamble Family Award for Excellence in Case Development & Curriculum Innovation, 2014

Best Paper Award, OB Division, Academy of Management, 2014

Faculty PhD Mentor Award, 2013

33. JEFFREY RIEDINGER, Vice Provost for Global Affairs; Professor, Law

Office of Global Affairs, University of Washington

CIBER Advisory Board Member

EDUCATION

PhD, Woodrow Wilson School of Public Affairs and International Affairs, Princeton University, 1991

MA, Woodrow Wilson School of Public Affairs and International Affairs, Princeton University, 1989

JD, Environmental and Natural Resource Law, University of Washington School of Law 1980

BA, Government, Latin American Studies, Dartmouth College, 1977

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Migration, local off-farm employment, and agricultural production efficiency: evidence from China”, Jin Yang, Hui Wang, Songqing Jin, Kevin Chen, and Chao Peng, *Journal of Productivity Analysis*

“Land documents, tenure security and land rental development: Panel evidence from China,” Hui Wang and Songqing Jin, *China Economic Review* 36, 2015

“Agrarian Reform in the Philippines: Democratic Transitions and Redistributive Reform,” Palo Alto: Stanford University Press, 1995

Teaching Activities

LAW B579 Law and Development: History and Theories

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Global Washington, member Board of Directors, 2016 – present

NAFSA: Association of International Educators, Vice President for Scholarship and Institutional Strategy, 2018-2020

Trade Development Alliance of Greater Seattle, member Board of Directors, 2014 – present

Professional activities have included briefings on foreign aid, land reform and other development issues for members of the White House staff, State Department and USAID personnel, members of Congress and their staff, World Bank, non-governmental organizations, and private foundations, 1979-present

34. SCOTT SCHUMACHER, Associate Dean; Professor of Law; Co-Director, Global Business Law Institute

University of Washington School of Law, 2001-present

EDUCATION

JD, School of Law, Seattle University

LLM, Taxation, School of Law, New York University

BA, Loyola Marymount University

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Magnifying Deterrence by Prosecuting Professionals”, *Indiana Law Journal*, 2014

Teaching Activities

Professor, Global Tax Perspectives, White Collar Crime Course

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Member, Editorial Board for LexisNexis, Graduate Tax Series.

Presentations: Tax Avoidance-Implications on Corporate Governance, *Keio Global Symposium*, Tokyo, Japan;

International Taxation and Tax Compliance, *Tokyo Medical Dental University*, Tokyo, Japan; Tax

Havens: Their Impact on the Global Economy and What to Do About Them, *Bridging Town & Gown: Legal Challenges In A Global Community*, University of Washington School of Law.

35. STEPHAN SEFCIK, Associate Dean, Undergraduate Programs; Professor, Accounting

Foster School of Business, University of Washington, 1986-present

EDUCATION

PhD, Accounting, University of Illinois, 1983

SELECTED RESEARCH

“The Value Relevance of Greenhouse Gas Emission Allowances: An Exploratory Study in the Related United States SO₂ Market,” Derek M. Johnston, and Naomi S. Soderstrom, *European Accounting Review*, 2008

“Executive Compensation and Non-Financial Risk: An Empirical Examination,” Katherine Campbell, Derek Johnston, and Naomi Soderstrom, *Journal of Accounting and Public Policy*, 2007

“Market Reaction to Capital Structure Changes and Its Association with Earnings, Cash Flows and Dividends” Michael S. Long and Ileen B. Malitz, *Managerial Finance*, 1992

SELECTED INTERNATIONAL PROFESSIONAL AND TEACHING ACTIVITIES

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

Executive Teaching Programs: Management Program (EDP), the Aerospace Industry Manufacturing Seminar Program (AIMS) for the Boeing Company, the Pacific Coast Banking School (PCBS) and executive courses at Digital Systems International (Mosaix), Attachmate, US Marine, Tyson Seafood, PACCAR, Washington Dental Services, and RealNetworks, 2010-present

Regular international visits to evaluate existing and potential study abroad partners

SELECTED DISTINCTIONS

Excellence in Teaching Award, Global Executive MBA, 2013

Faculty of the Year Award, Undergraduate Teaching, 2008

Professor of the Year, Technology Management MBA Program, 2003

PACCAR Award for Teaching Excellence, 1999

36. LIAN SHAO, Lecturer, Management & Organization

Foster School of Business, University of Washington, 2011-present

EDUCATION

PhD, Cornell University, 2011

MS, Concordia University, 2002

B.Com., Concordia University, 2000

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“*Magnifying Deterrence by Prosecuting Professionals*”, Indiana Law Journal, 2014

“The Effect of Culture on the Curvilinear Relationship between Performance and Turnover” Sturman, M.C., Shao, L., & Katz, J.H., *Journal of Applied Psychology*, 2012

“The Role of Personality and General Mental Ability in Predicting Performance for New and Experienced Employees,” Tracey, J.B., Sturman, M.C., Shao, L., & Tews, M.J. & Enz, C., *The Cornell Handbook of Applied Hospitality Strategy*, 2010

“A Cross Cultural Test of the “Five-Factor Model of Personality and Transformational Leadership,” Shao, L., & Webber, S., *Journal of Business Research*, 2006

Teaching Activities

Managing the Global Workforce, forthcoming

37. D. SHORES, Associate Professor, Accounting

Foster School of Business, University of Washington, 1986-present

EDUCATION

PhD, Accounting, Stanford University

MS, Accounting, University of Wisconsin

BS, Math, University of Illinois

SELECTED INTERNATIONAL PROFESSIONAL AND TEACHING ACTIVITIES

International Accounting Professor, UW Rome Center, 2015, 2018

Faculty leader for MBA study tour to Germany, Belgium, and France, 2006

38. STEPHAN SIEGEL, Professor, Finance & Business Economics

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2005 – present

EDUCATION

PhD, Columbia University, 2006

M Phil, Columbia University, 2002

BS, University of Bayreuth, 1995

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

“Political Risk and International Valuation,” Bekaert, G., Harvey, C., Lundblad, C., & Siegel, S., *Journal of Corporate Finance*, 2016

“The Impact of the Sarbanes-Oxley Act on Shareholders and Managers of Foreign Firms” Duarte, J., Kong, K., Siegel, S., & Young, L., *Review of Finance*, 2014

“The European Union, the Euro, and Equity Market Integration,” Bekaert, G., Harvey, C., Lundblad, C., & Siegel, S., *Journal of Financial Economics*, 2013

Teaching Activities

Asian Capital Markets Course and study tour

SELECTED DISTINCTIONS

CICF Best Paper Award, Xiamen, 2016

Andrew V. Smith Award for Excellence in Research, Foster School of Business, University of Washington, 2015

Dean's Leadership Award, Foster School of Business, University of Washington, June 2015

PhD Program Mentoring Award, Foster School of Business, University of Washington, 2015

39. KEVIN STEENSMA, Professor, Management & Organization

UW CIBER Faculty Fellow

Foster School of Business, University of Washington, 2006-present

EDUCATION

PhD, Strategic Management and Organizational Theory, Indiana University Graduate School of Business

MBA, School of Business, Washington State University

BS, Chemistry, Washington State University

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

“The Influence of Managerial Discretion, Innovation and Uncertainty on Export Intensity: A Real Options Perspective,” Sahaym, A.*, Trevino, L., Steensma, H.K., *International Business Review*, 2012

“The evolution and internalization of international joint ventures,” Steensma, H.K., Barden, J., Dhanaraj, C., Lyles, M., Tihanyi, L., *Journal of International Business Studies*, 2008

“International market entry by US Internet firms: An empirical analysis of country risk, national culture, and market size”, Rothaermel, F., Kotha, S., Steensma, H.K., *Journal of Management*, 2006

“The Impact of management control structure on conflict in international joint ventures: An organizational justice-based contingency perspective,” Barden, J., Steensma, H.K., Lyles, M.A., *Journal of International Business Studies*, 2005

“Attitudes toward interfirm cooperation: A cross-cultural comparison of entrepreneurs,” Steensma, H.K., L. Marino, & M. Weaver, *Journal of International Business Studies*, 2000

40. DAN TURNER, Associate Dean, Masters Programs; Principal Lecturer, Marketing & International Business

Foster School of Business, University of Washington, 1999 - present

EDUCATION

PhD, Kellogg School of Management, Marketing, Northwestern, 2001

MBA, Olin Business School, Washington University, 1993

BSBA, Cook School of Business, Saint Louis University, 1991

INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Faculty Director, Global Executive MBA Program, 2007-present

Faculty Director, Global MBA Program, 2007-present

Faculty Director, Multi-Discipline Management of Technology Program (in partnership with National Cheng-Chi University), 2007-2013

Faculty Director, UW-SK Global Management Program, 2007-2012

Faculty Director, Pacific Rim Bankers Program, 2007-2012

OTHER INTERNATIONAL EXPERIENCE

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

Taught courses associated with various student study tour experiences in the TMMBA Program (Argentina, China, Czech Republic, Germany, Hungary, Singapore, and Vietnam)

Conference speaker at industry and academic events in Japan, South Korea, and Taiwan

DISTINCTIONS

GEMBA Excellence in Teaching Award, 2012

TMMBA Excellence in Teaching Award, 2007

MSMBA Excellence in Teaching Award, 2006

ISMBA Excellence in Teaching Award, 2006

PACCAR Award for Teaching Excellence, 2005

MBA Core Professor of the Quarter, 2005

Daniel R. Siegel Service Award, 2002, 2004

Dean's Special Recognition Award, 2004

Professor of the Year, Evening MBA Class of 2005, 2003

Doctoral Teaching Award, 1997

Milford S. Bohm Prize in Marketing, 1993

41. MICHAEL VERCHOT, Director, Consulting and Business Development Center

Foster School of Business, University of Washington, 1995 - present

EDUCATION

MBA, University of Washington, 1995

BA, Springfield College, 1981

SELECTED RESEARCH

Research & Publications

"The State of Minority-Owned Businesses in Washington," coauthored w/ William Bradford, 2005

"The Impact of African Americans on the Economy of Washington State," coauthored w/ William Bradford, 2002

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Member, Board of Directors, Community Capital Development; Red Eagle Soaring

Member, Advisory Board, Sefrioui-Badissy Foundation

Member, Advisory Board, Everett Community College's School of Business Design

Member, Advisory Board, UW-Bothell's Business Development Center

DISTINCTIONS

Dean's Leadership Award, Foster School of Business, 2009.

Community Builder Award from Ezell's Famous Chicken at their 25th Anniversary Dinner, 2009.

Diversity Award for Community Building from the Office of the Vice President and Vice Provost for Minority Affairs and Diversity at the University of Washington, 2008

Supplier Diversity Leadership Award from The Boeing Company, 2008

President's Award from the Washington State Hispanic Chamber of Commerce, 2007

National Minority Business Advocate of the Year from the US Department of Commerce, 2004

Distinguished Staff Award from the University of Washington, 2004

Crystal Eagle Award in Education from the Tabor 100, 2004

Champion Award from the NW Minority Business Council, 2003

42. JUDITH WASSERHEIT, Chair, Department of Global Health

Department of Global Health, University of Washington, 2006-present

EDUCATION

MPH, Epidemiology, Johns Hopkins University School of Hygiene and Public Health, Maryland, 1989

MD, Harvard Medical School, Massachusetts, 1978

BA, Biochemistry and Slavic Languages, Princeton University, New Jersey, 1974

SELECTED INTERNATIONAL PROFESSIONAL AND TEACHING ACTIVITIES

Supplement # 25: Resumes for CIBER Management Team and Selected Key Personnel

Wasserheit JN: STD prevention programs worldwide. IUVDT HIV/STD 5th World Congress and 37th IUVDT General Assembly, Melbourne, Australia, June 1997

Wasserheit JN. Association of Schools of Public Health Global Health Committee. Consortium of Universities for Global Health: Harnessing Universities' Interdisciplinary Strengths, San Francisco, CA, October 28, 2012

"Global Health for Global Impact at Scale," Wasserheit JN., Health Policy Research Institute of Inner Mongolia & Health Management School, Inner Mongolia Medical University, Dec. 16, 2015. Invited Lecture.

"Pandemic Diseases: Global Health in a Changing World," Wasserheit JN. Keynote speaker, Sun Yat-sen University Global Health Institute, Guangzhou, China, October 12, 2016.

SELECTED DISTINCTIONS

Top 300 Women Leaders in Global Health, Global Health Programme, Graduate Institute of International and Development Studies, 2015

Consortium of Universities for Global Health (CUGH) Youth Leader Award renamed "Wasserheit Youth Leader Award in Global Health", 2016

OTHER INTERNATIONAL EXPERIENCE

Language capabilities: English, Spanish, Russian, (Bengali)

43. JEFFREY WOOL, Professor, Global Business Law; Co-Director, Global Business Law Institute

School of Law, University of Washington, 2014-present

EDUCATION

JD, Columbia Law School, 1988

BA, Florida State University, 1985

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

"Best practices on design and operation of electronic registries, Comparative commercial law, and The Cape Town Convention Academic Project (major treaty on secured financing and insolvency)," Joint Research with Oxford University on Economic assessment of international commercial law reform

"*Transnational Commercial Law*: articles on economic assessment of law, comparative law, and the Cape Town Convention," Wool, Jeffrey

Teaching Activities

International Business Compliance Course, forthcoming

Transnational Commercial Law and Comparative Commercial Law Course

India – US transactions Course co-taught with India law School, Jindal University

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Secretary General of the Aviation Working Group, a non for profit organization to works on regulatory reform for the aviation sector around the world

President, UNIDROIT Foundation, a Foundation that supports the work of UNIDROIT, an inter-governmental organization based in Rome

Executive Editor, the Cape Town Convention Journal (Oxford)

Chairman, Advisory Board to the International Registry created under the Cape Town Convention (Ireland)

Senior Research Fellow, Commercial Law Centre, Harris Manchester College, University of Oxford

Supplement # 26: Budget Narrative Notes

Notes:

(A) All dollar amounts expressed as 4-year totals

(B) Matching funds reported cannot exceed grant funds requested per university requirements

(C) 'Other Sources' in personnel section refers to non-federal/matching funds

1. Personnel - 3% annual increases budgeted in years 2-4

a. Faculty:

1. Debra Glassman, Faculty Director, UW CIBER

a. **Match:** \$125,338 total, representing 25% time

b. **Other Sources:** 75% time

b. Professional Staff: *Foster School funds will cover 3.25 full time employees (FTE) while the grant supports 1.75 FTE.*

1. Kirsten Aoyama, Director, UW CIBER

a. **Grant:** \$259,297 total, representing 50% time

b. **Match:** \$259,297 total, representing 50% time

2. Kathleen Allen, Associate Director, UW CIBER

a. **Grant:** \$72,548 total, representing 25% time

b. **Match:** \$145,097 total, representing 50% time

c. **Other Sources:** 25% time

3. Josie Kraft, Assistant Director, UW CIBER;

a. **Grant:** \$65,994 total, representing 25% time

b. **Other Sources:** 75% time

4. Jessica Rush, Assistant Director, UW CIBER;

a. **Grant:** \$65,366 total, representing 25% time

b. **Match:** \$130,733 total, representing 50% time

c. **Other Sources:** 25% time

5. Nedda Soleymani, Program and Office Manager, UW CIBER

a. **Grant:** \$112,758 total, representing 50% time

b. **Match:** \$56,379 total, representing 25% time

c. **Other Sources:** 25% time

2. Fringe Benefits

a. Payroll load rates are determined by the UW and vary depending upon payroll classifications (for example, classified, professional, hourly, graduate students). Fringe benefits include: Worker's Compensation, Unemployment Compensation, Health Plans, Retirement Plans, Social Security, and Medicare.

b. Payroll load rates are calculated each year by the UW Financial Accounting office. They use estimated costs to calculate the rates for charging fringe benefits to budgets during the next fiscal year. These calculations are then sent to DHHS--Department of Health and Human Services--Division of Cost Allocation--for approval.

Supplement # 26: Budget Narrative Notes

- c. At the end of the year the University compares the estimated costs, charged to the budgets, to the actual costs of the benefits, paid by the University, and adjusts the next year's rate accordingly.
 - d. For more information see: www.washington.edu/admin/finacct/loadrate.html
- 3. **Travel** – UW CIBER typically covers airfare, accommodations, and per diem for travelers unless otherwise specified
 - a. **Grant** – *travel budgeted on the grant by program*
 - i. **MSI and Community College Consortium** - \$5,000 for faculty to attend faculty development programs across the nation in years 1 and 3; Total \$10,000
 - ii. **Business Language Case Competition** - \$4000 for (6) students to participate in the competition in years 1-4; Total \$16,000
 - iii. **Business Language Scholarships** – \$1,000 for students who go on a study abroad program that requires them to study in another language in years 1-4; Total \$4,000
 - iv. **Faculty Development Across Trade Networks** - \$8,000 in faculty travel in years 1 and 3 for UW CIBER led faculty development trips, and \$5,000 in years 2 and 4 for faculty to participate in faculty development programs led by other institutions; Total \$26,000
 - v. **Faculty and PhD Fellows** - \$2,500 for faculty to travel and present research at international conferences; Total \$10,000
 - vi. **Departmental Seminar Support** – \$2,500 in years 1-2 and \$2,000 years 3-4 to bring visiting speakers to the university to give seminars on globally focused research; Total \$9,000
 - vii. **Study Abroad Development Grants** - \$2,500 year 1 and \$1,500 in years 2-4 for faculty to develop new study abroad programs; Total \$7,000
 - viii. **Global Innovation Exchange Team Research** - \$2,000 in faculty travel for years 1-4 to meet with GIX partners outside the US; Total \$8,000
 - ix. **Study and Internships Abroad** - \$5,000 in faculty travel and \$5,000 in staff travel in years 1-4 to lead study abroad programming; Total \$40,000
 - x. **Global Careers Accelerator** - \$2,000 in faculty and staff travel in years 1 and 3 to lead new overseas seminars; Total \$8,000
 - xi. **International Accounting Initiative** - \$2,500 in faculty travel in year 1 to launch program; Total \$2,500
 - xii. **NIBEN** – \$3,000 in travel grants years 1-4 for international faculty from regional institutions to travel to research and teaching conferences; Total \$12,000

Supplement # 26: Budget Narrative Notes

- xiii. **NW Regional Case Competition** - \$2,000 for student travel in years 1-4 for regional community college team participation in NW regional case competition; Total \$8,000
 - xiv. **General CIBER Travel** – \$2,000 in years 1-4 for CIBER faculty and staff to attend CIBER meetings; Total \$8,000
 - b. **Match – travel budgeted as match by program**
 - i. **Global Business Case Competition** - \$5,000 for student accommodations in years 1-4; Total \$20,000
 - ii. **Business Language Case Competition** – \$1,500 for (1) faculty/staff team advisor in years 1 and 3, \$1,250 for faculty/staff advisor travel in years 2 and 4; \$4,000 for (6) students to attend the business language competition; Total \$21,500
 - iii. **Business Language Scholarships** – \$5,500 in year 1 and \$5,000 in years 2-4 for student travel on study abroad programs in a foreign language; Total \$20,500
 - iv. **Study Abroad Development Grants** – \$2,000 in years 1-4 for faculty to develop new study abroad programs; Total \$8,000
 - v. **Study and Internships Abroad** – \$4,000 in year 1 and \$2,500 in years 2-4 for faculty travel and staff travel to lead study abroad programs; Total \$23,000
 - vi. **Global Consulting Projects** – Years 1-2 \$2000 for faculty travel and \$8000 in student travel, in year 3 \$2,000 for faculty travel and \$6,600 in student travel, in year 4 \$2,000 for faculty travel and \$3,000 for student travel to conduct research for consulting clients; Total \$33,600
 - vii. **Executive and Technology Management MBA Study Tours** - \$2,500 for faculty/staff travel in years 1-3, and \$2,000 in year 4 for faculty and staff travel to lead study tours; Total \$19,000
 - viii. **NW Regional Case Competition** - \$750 for years 1-4 to support travel for students from regional higher education institutions to the University of Washington to participate in the competition; Total \$3,000
 - ix. **General CIBER Travel** – \$1,629 in year 1, \$1,689 in year 2, \$1,704 in year 3, and \$1,715 in year 4 for CIBER faculty and staff to attend meetings and conferences; Total \$6,737
 - c. **Note** –UW CIBER uses the university’s established mileage and per diem rates; for more information see: www.washington.edu/admin/finserv/travel/index.html
- 4. Equipment** – No budget items
- 5. Supplies** – General supplies (including paper, pens, folders, binders, flash drives, etc.), Database, and Curriculum Materials (including cases, etc.)

Supplement # 26: Budget Narrative Notes

a. Grant – *supplies budgeted on the grant by program*

- i. Faculty and PhD Fellows** - \$2,500 for to support global business research in years 1-4; Total \$10,000
- ii. Library Resource Grants** – \$4,000 in year 1 and \$2,000 in years 2-4 for database subscriptions and open access publishing fees to support global business research; Total \$10,000
- iii. Global Innovation Exchange Team Research** - \$2,000 for general supplies in years 1-4; Total \$8,000
- iv. Global Awareness Survey** - \$500 for general supplies in years 1-4; Total \$2,000
- v. Global Business Forum** - \$500 for curriculum materials in years 1-4; Total \$2,000
- vi. Global Careers Accelerator** - \$1,000 for My World Abroad database subscriptions in years 1-4; Total: \$4,000
- vii. Global Health Business Case Competition** - \$1,000 for general supplies in years 1-4; Total \$4,000
- viii. Global Case Competition Club** - \$1,000 for curriculum materials in years 1-4; Total: \$4,000
- ix. NW Regional Case Competition** - \$500 for curriculum materials in years 1-4; Total: \$2,000
- x. General CIBER Supplies** - \$1,000 in years 1-4 for general supplies; Total \$4,000

b. Match – *supplies budgeted as match by program*

- i. Certificate of International Studies in Business** - \$1,500 in curriculum materials for years 1-4; Total: \$6,000
- ii. Library Resource Grants** - \$10,000 in years 1-4 for database access; Total \$40,000
- iii. General CIBER Supplies** - \$1,000 for general supplies in years 1-4; Total \$4,000

6. Contractual – No budget items

7. Construction – No budget items

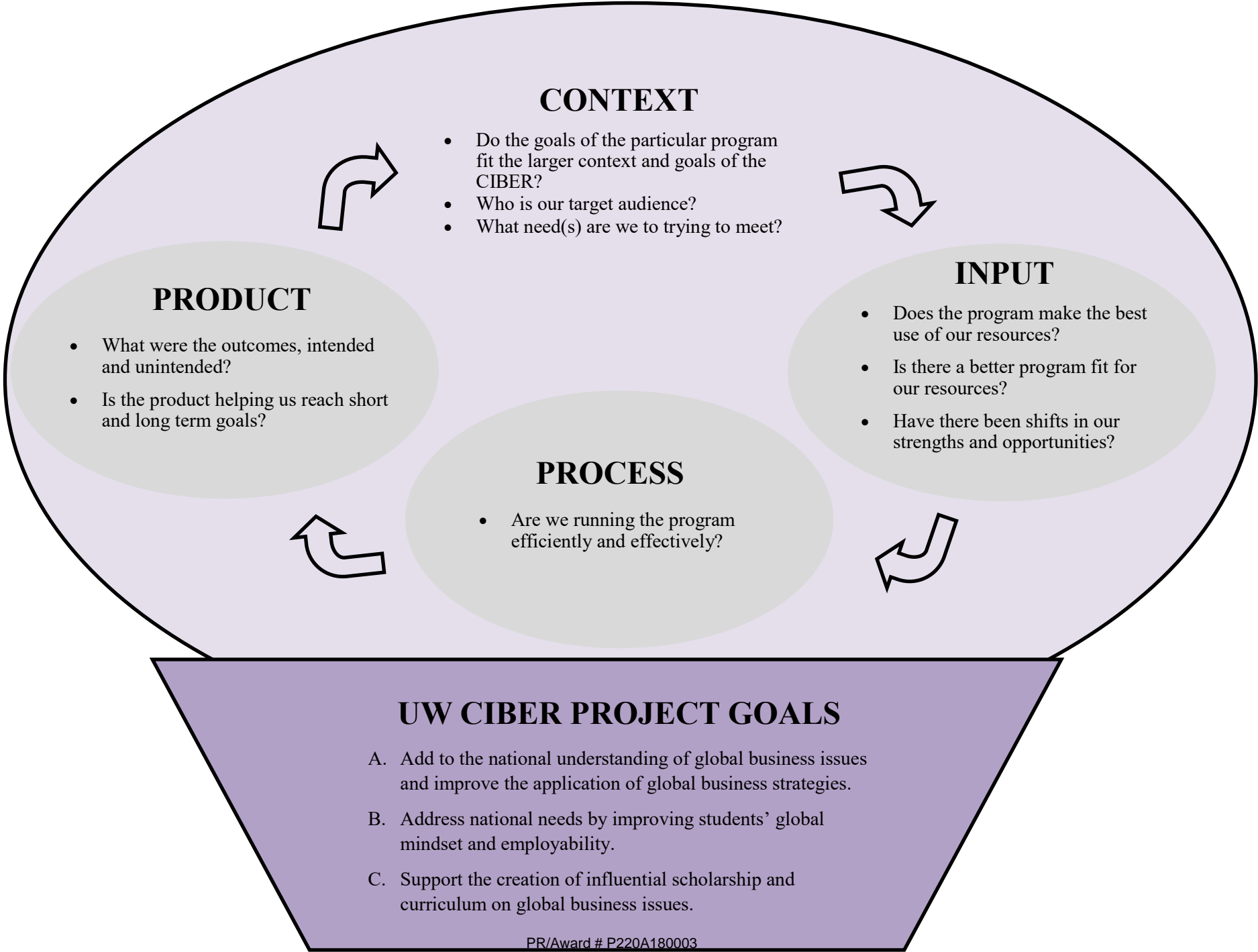
8. Other – *notes relating to other costs as detailed in the budget narrative*

a. Evaluation Projects –

- i. Projects to be conducted by evaluation expert, Edward Phippen, MPA; Total \$25,010**
 1. \$8,970 budgeted in year 1 for pre and post evaluation surveys and student and faculty focus groups

Supplement # 26: Budget Narrative Notes

2. \$10,870 budgeted in year 2 for pre and post surveys and focus groups with Advisory Boards
 3. \$5,170 budgeted in year 3 for pre and post surveys and focus groups with current students and Alumni
- ii. See Supplement # 31 for detailed External Evaluation Timeline
- iii. \$5,000 budgeted in year 4 for external evaluation by business faculty member from a peer institution
- b. Research & Curriculum Development Grants – *budgeted on the grant by program***
 - i. **Asia Studies Fellows Program** - \$2,000 for curriculum development in years 1-4; Total \$8,000
 - ii. **Business Language Instructional Resources** - \$5,000 for curriculum development grants in years 1-4; Total \$20,000
 - iii. **Business Language Abroad** - \$1,000 for program development grants in years 3-4; Total \$2,000
 - iv. **Study Abroad Development Grants** - \$2,500 in year 1 and \$1,500 in years 3-4; Total: \$7,000
 - v. **Collaborative Online International Learning Grants** - \$4,000 for collaborative online course development in years 1-4; Total: \$16,000
 - vi. **Managing a Global Workforce Course** - \$2,500 for development of virtual team modules in year 2; Total: \$2,500
 - vii. **International Business Compliance Course** - \$500 in year 1 for curriculum development; Total: \$500
 - viii. **Undergraduate Global Business Perspective Requirement** - \$1,000 for curriculum development and dissemination in years 1-4; Total: \$4,000
 - ix. **International Accounting Initiative** - \$2,500 in year 1 for program development; Total: \$2,500
 - x. **NIBEN** – \$5,000 for curriculum development grants for regional faculty in years 1-4; Total \$20,000
 - xi. **NW Indian College Curriculum Development** - \$2,500 in years 1-3 for curriculum development and dissemination; Total: \$7,500
 - xii. **Regional Community College Partnerships** - \$2,500 for curriculum development grants for years 1-4; Total: \$10,000
 - xiii. **Community College Business Language Partnership** - \$2,000 for course development grants in years 1-4; Total: \$8,000
- 9. Indirect Costs** – 8% is used per the CIBE Grant Application Instructions which is less than the University of Washington’s federally negotiated rate of 55.5%.



UW CIBER Study Abroad Programs Evaluation Instruments

METHODS

All surveys were administered online using the UW Catalyst WebQ system. The UW CIBER provided the UW Office of Educational Assessment (OEA) with lists of students participating in programs: for exchange and exploration seminars, these lists included any students enrolled in the Foster School of Business participating in these study abroad programs.

OEA sent initial email invitations to participate in the pre-survey in advance of first program orientation meetings, and invitations to participate in the post-survey within two weeks after the program ended. Survey reminders were sent from OEA, coordinators of the relevant program, and/or UW CIBER staff.

Survey questions were organized around several different topics: (a) information about you, including demographic information presented below; (b) international skills & knowledge; (c) your future career plans; and (d) impact of your study abroad program. Some questions were repeated on the pre- and post-surveys to assess program-related changes. Study tour participants were also asked a set of evaluative questions based on previously administered satisfaction surveys. The pre- and post-surveys are presented in their entirety next.

INSTRUMENTS PRE-SURVEY

Section 1: Information about You

1. Are you a(n) ...?

- ☐ Undergraduate [to Q2]
- ☐ Graduate Student [to Q3]
- ☐ Other: _____ [to Q4]

2. What is your current class status?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Other: _____

3. In which graduate program are you currently enrolled?

- ☐ MBA (Full-time)
- ☐ MBA (Evening, Technology Management, or Executive)
- ☐ Other: _____

4. In which study abroad program will be you be participating (i.e., in which program are you registered for this quarter or next)?

- ☐ MBA Exchange
- ☐ MBA Study Tour
- ☐ Undergraduate Exchange

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- Undergraduate Internship
- Exploration Seminar
- Other: _____

5. Please indicate your current citizenship status

- US Citizen
- Permanent Resident
- International Student (Student Visa)
- Other: _____

6. Please indicate the extent to which each of the following phrases describes you.

	Definitely does not describe me	Does not really describe me	Sort of describes me	Definitely describes me
Resourceful in difficult circumstances	1	2	3	4
Prefers situations that are not ambiguous	1	2	3	4
Confident in unfamiliar situations	1	2	3	4
Adapts easily to any environment	1	2	3	4
Entirely self-reliant	1	2	3	4
Copes easily with uncomfortable situations	1	2	3	4
Comfortable asking people for help	1	2	3	4

7. Please rate the extent to which you have had experience applying each of the following skills *through curricular or extra-curricular activities at the UW.*

	No experience			Extensive experience
Creative problem solving	1	2	3	4
Working with people from different cultures	1	2	3	4
Team building	1	2	3	4
Accommodating for limited resources	1	2	3	4
Project management	1	2	3	4
Finding a solution when the original plan fails	1	2	3	4
Communicating with people who have different perspectives	1	2	3	4

8. What motivated you to take part in this study abroad program?

Section 2: International Knowledge & Skills

9. Please list the country where you will be studying/working as part of this program. If more than one, please list the country where you anticipate spending the most time.

Country [drop-down]:

9a. Please rate your current level of knowledge about the following topics. For these items, “the country” refers to the country where you will be studying/working (as listed above):

	Minimal knowledge	Moderate knowledge	Extensive knowledge
--	----------------------	-----------------------	------------------------

Supplement #28: Study Abroad Survey

Contemporary issues in the country	1	2	3	4	5
The country's culture	1	2	3	4	5
Family dynamics in the country	1	2	3	4	5
Social stratification in the country	1	2	3	4	5
Social norms in the country	1	2	3	4	5
The country's business practices	1	2	3	4	5
Business ethics in the country	1	2	3	4	5
Business law in the country	1	2	3	4	5
The educational system in the country	1	2	3	4	5
Day-to-day life in the country	1	2	3	4	5
How the United States is perceived by people in the country.	1	2	3	4	5

9b. Will you be studying or working in a second country for a significant period of time as part of this program?

- ☐ Yes [to Q10]
- ☐ No [to Q11]

10. Please list the second country where you will be studying/working as part of this program. [MENU]

10a. Please rate your current level of knowledge about the following topics. For these items, “the country” refers to the second country where you will be studying/working (as listed above):

	Minimal knowledge		Moderate knowledge		Extensive knowledge
Contemporary issues in the country	1	2	3	4	5
The country's culture	1	2	3	4	5
Family dynamics in the country	1	2	3	4	5
Social stratification in the country	1	2	3	4	5
Social norms in the country	1	2	3	4	5
The country's business practices	1	2	3	4	5
Business ethics in the country	1	2	3	4	5
Business law in the country	1	2	3	4	5
The educational system in the country	1	2	3	4	5
Day-to-day life in the country	1	2	3	4	5
How the United States is perceived by people in the country.	1	2	3	4	5

11. Based on your current level of understanding, please describe the differences between business practices in the United States and in the country/countries where you will be studying/working as part of this program.

12. Which of the following best describes your previous international travel experience?

- ☐ I have never traveled outside of the US.
- ☐ I have traveled outside of the US, but only minimally (e.g., a brief visit to another North American country or US Territory)
- ☐ I have traveled outside of the US at least once
- ☐ I have lived outside of the US for more than two months

Supplement #28: Study Abroad Survey

13. Have you ever traveled to the country/countries where you will be going as part of this program?

- ☐ No
- ☐ Yes, I have traveled there at least once
- ☐ Yes, I have lived there for more than two months

14. Have you taken part in any other UW study abroad programs? Please list the program and country/countries where you studied/traveled:

Program 1 [drop-down]:

Quarter/Year:

Country/Countries:

Program 2 [drop-down]:

Quarter/Year:

Country/Countries:

15. Please list up to three non-English language(s), you plan on using and/or learning during your time in this program, and rate your current skill level in each. List languages in order of how frequently you plan on using them (most used first).

Language 1:

- ☐ No ability whatsoever
- ☐ Able to satisfy some basic survival needs
- ☐ Able to satisfy routine social demands and limited coursework
- ☐ Able to function in the language effectively in most formal and informal conversation
- ☐ Able to communicate with a great deal of fluency and grammatical accuracy
- ☐ Able to communicate like an educated native speaker
- ☐ I am a native speaker

Language 2:

- ☐ No ability whatsoever
- ☐ Able to satisfy some basic survival needs
- ☐ Able to satisfy routine social demands and limited coursework
- ☐ Able to function in the language effectively in most formal and informal conversation
- ☐ Able to communicate with a great deal of fluency and grammatical accuracy
- ☐ Able to communicate like an educated native speaker
- ☐ I am a native speaker

Language 3:

- ☐ No ability whatsoever
- ☐ Able to satisfy some basic survival needs
- ☐ Able to satisfy routine social demands and limited coursework
- ☐ Able to function in the language effectively in most formal and informal conversation
- ☐ Able to communicate with a great deal of fluency and grammatical accuracy
- ☐ Able to communicate like an educated native speaker
- ☐ I am a native speaker
- ☐ I do not plan on using any non-English languages as part of this program.

Section 3: Your Future Career Plans

Supplement #28: Study Abroad Survey

16. Please describe current career plans (if known).

17. Please rate how likely your future career will involve each of the following activities. For these items, “the country” refers to the country where you will be studying/working as part of this program (or the one where you anticipate spending the most time).

	Definitely not	Probably not	Unsure	Probably	Definitely
Travel to the country	1	2	3	4	5
International travel in general	1	2	3	4	5
Working with team members from the country	1	2	3	4	5
Working with team members from various countries	1	2	3	4	5
Using the language used/learned during this program	1	2	3	4	5
Using a non-English language	1	2	3	4	5

18. Any additional comments?

POST-SURVEY

Section 1: Information about You

1. Did you complete an online pre-survey for this program?

- ☐ Yes [Skip to Question 2]
- ☐ No [To Question 1a]
- ☐ Not sure [To Question 1a]

1a. Are you a(n) ...?

- ☐ Undergraduate [to Q3]
- ☐ Graduate Student [to Q4]
- ☐ Other: _____ [to Q5]

1b. What is your current class status?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Other: _____

1c. In which graduate program are you currently enrolled?

- ☐ MBA (Full-time)
- ☐ MBA (Evening, Technology Management, or Executive)
- ☐ Other: _____

1d. In which study abroad program did you just participate?

- ☐ MBA Exchange
- ☐ MBA Study Tour
- ☐ Undergraduate Exchange
- ☐ Undergraduate Internship

Supplement #28: Study Abroad Survey

- Exploration Seminar
- Other: _____

1e. Please indicate your current citizenship status

- US Citizen
- Permanent Resident
- International Student (Student Visa)
- Other: _____

2. Please indicate the extent to which each of the following phrases describes you.

	Definitely does not describe me	Does not really describe me	Sort of describes me	Definitely describes me
Resourceful in difficult circumstances	1	2	3	4
Prefers situations that are not ambiguous	1	2	3	4
Confident in unfamiliar situations	1	2	3	4
Adapts easily to any environment	1	2	3	4
Entirely self-reliant	1	2	3	4
Copes easily with uncomfortable situations	1	2	3	4
Comfortable asking people for help	1	2	3	4

2a. Please describe any ways you feel your ratings for the items above have changed because of this study abroad experience.

Section 2: International Knowledge & Skills

3. Please list the country where you studied/worked as part of this program. If more than one, please list the country where you spent the most time.

Country [drop-down]:

3a. Please rate your current level of knowledge about the following topics. For these items, “the country” refers to the country where you studied/worked (or the one where you spent the most time), as listed above.

	Minimal knowledge		Moderate knowledge		Extensive knowledge
Contemporary issues in the country	1	2	3	4	5
The country's culture	1	2	3	4	5
Family dynamics in the country	1	2	3	4	5
Social stratification in the country	1	2	3	4	5
Social norms in the country	1	2	3	4	5
The country's business practices	1	2	3	4	5
Business ethics in the country	1	2	3	4	5
Business law in the country	1	2	3	4	5
The educational system in the country	1	2	3	4	5
Day-to-day life in the country	1	2	3	4	5
How the United States is perceived by people in the	1	2	3	4	5

Supplement #28: Study Abroad Survey

country.

3b. Did you study/work in a second country as part of this program?

- ☐ Yes [to Q4]
- ☐ No [to Q5]

4. Please list the second country where you studied/worked as part of this program.

Country [drop-down]:

4a. Please rate your current level of knowledge about the following topics. For these items, “the country” refers to the second country where you studied/worked (as listed above):

	Minimal knowledge		Moderate knowledge		Extensive knowledge
Contemporary issues in the country	1	2	3	4	5
The country's culture	1	2	3	4	5
Family dynamics in the country	1	2	3	4	5
Social stratification in the country	1	2	3	4	5
Social norms in the country	1	2	3	4	5
The country's business practices	1	2	3	4	5
Business ethics in the country	1	2	3	4	5
Business law in the country	1	2	3	4	5
The educational system in the country	1	2	3	4	5
Day-to-day life in the country	1	2	3	4	5
How the United States is perceived by people in the country.	1	2	3	4	5

5. Please list up to three non-English language(s) you used/learned during your time in this program, and rate your current skill level in each. List languages in order of how frequently you used them.

Language 1:

- ☐ No ability whatsoever
- ☐ Able to satisfy some basic survival needs
- ☐ Able to satisfy routine social demands and limited coursework
- ☐ Able to function in the language effectively in most formal and informal conversation
- ☐ Able to communicate with a great deal of fluency and grammatical accuracy
- ☐ Able to communicate like an educated native speaker
- ☐ I am a native speaker.

Language 2:

- ☐ No ability whatsoever
- ☐ Able to satisfy some basic survival needs
- ☐ Able to satisfy routine social demands and limited coursework
- ☐ Able to function in the language effectively in most formal and informal conversation
- ☐ Able to communicate with a great deal of fluency and grammatical accuracy
- ☐ Able to communicate like an educated native speaker
- ☐ I am a native speaker.

Language 3:

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- No ability whatsoever
 - Able to satisfy some basic survival needs
 - Able to satisfy routine social demands and limited coursework
 - Able to function in the language effectively in most formal and informal conversation
 - Able to communicate with a great deal of fluency and grammatical accuracy
 - Able to communicate like an educated native speaker
 - I am a native speaker
-
- I do not plan on using any non-English languages as part of this program.

6. Based on your current level of understanding, please describe the differences between business practices in the United States and in the country/countries you are visiting.

Section 3: Your Future Career Plans

7. Please rate how likely your future career will involve each of the following activities. For these items, “the country” refers to the country where you studied/traveled as part of this program (or the one where you spent the most time)

	Definitely not	Probably not	Unsure	Probably	Definitely
Travel to the country	1	2	3	4	5
International travel in general	1	2	3	4	5
Working with team members from the country	1	2	3	4	5
Working with team members from various countries	1	2	3	4	5
Using the language used/learned during this program	1	2	3	4	5
Using a non-English language	1	2	3	4	5

8. Have any of your career plans changed because of your experience in this study abroad program?

- Yes [To Question 8a] Sort Of [To Question 8a] No [To Question 8b]

8a. Please describe how your career plans have changed because of this study abroad experience.

8b. What led you to say that your career plans have not changed because of this study abroad experience?

Section 4: Your Study Abroad Experience -- Impact

9. Please rate the extent to which you *applied each of the following types of skills during this study abroad program.*

	No experience			Extensive experience
Creative problem solving	1	2	3	4
Working with people from different cultures	1	2	3	4
Team building	1	2	3	4
Accommodating for limited resources	1	2	3	4
Project management	1	2	3	4
Finding a solution when the original plan fails	1	2	3	4

Supplement #28: Study Abroad Survey

Communicating with people who have different perspectives

1

2

3

4

10. Would you say that you had an experience during your study abroad experience that led you to reevaluate your view of the world?

- ☐ Definitely yes [To Question 10a]
- ☐ Sort of [To Question 10a]
- ☐ Not really [To Question 11]
- ☐ Definitely not [To Question 11]

10a. Please describe, specifically, what led you to reevaluate your worldview?

11. What, if anything, was the most important thing you learned during this study abroad program?

12. What, if anything, was the most important thing you learned *about the United States* while traveling abroad in this program?

Section 5: Your Study Abroad Experience – Satisfaction [STUDY TOUR ONLY]

This section contains questions about your satisfaction with this study abroad experience. As a reference, below are some reminders about the roles assigned within various study abroad programs.

Role of Faculty Representative: Facilitate educational content of IBUS 570 sessions; As highest-ranked UW employee, serve as official UW representative during tour; Utilize Study Tour to improve teaching and research (as relevant).

Role of Staff Representative: On the ground tour logistics, financials and emergency response manager. Provides student support services as needed. Official UW representative/decision-maker in partnership with faculty representative.

Role of Global Business Center: Select, train, and advise staff leaders and faculty; Collect and manage tour funds; Assist participants with visas, financial aid, and other tour-related items; Communicate policies and provide general tour information to participants; Fund faculty and staff participation on tours.

13. Please rate the following items, on a scale of 1 (lowest) to 6 (highest) [Drop-down menu]

- ☐ Overall value of the tour as a learning experience
- ☐ Overall value of the company and organization visits
- ☐ Overall quality of cultural and optional activities
- ☐ Quality of the logistical arrangements (on-line registration, air, ground transportation, hotels)
- ☐ Effectiveness & contribution of the faculty representative
- ☐ Effectiveness & contribution of the staff representative
- ☐ Effectiveness & contribution of the Global Business Center

Comments about Study Tour roles:

14. The two primary goals of Study Tours are listed below. On a scale of 1 (lowest) to 6 (highest), please rate how well your Study Tour met each goal.

- ☐ Teach UW graduate students about the business climate of the destination country(ies)
- ☐ Expose UW graduate students to the destination country's/countries' culture(s)

Comments on Study Tour goals:

15. On a scale of 1 (lowest) to 6 (highest), please rate the overall quality of the pre-departure sessions [Drop-down menu]

Supplement #28: Study Abroad Survey

Comments about pre-departure sessions:

16. Please rate how prepared you felt to participate in the Study Tour [Drop-down menu]

- ☐ Completely prepared
- ☐ Somewhat prepared
- ☐ Neutral
- ☐ Somewhat unprepared
- ☐ Completely unprepared

Comments about how prepared you felt:

The Global Business Center funds the participation of the faculty and staff members who go on Study Tours. No student funds paid for any part of the travel expenses.

17. Would you recommend that your faculty representative participate in a future trip?

- ☐ Yes
- ☐ No
- ☐ Not Sure

17a. Why or why not?

18. Would you recommend your staff representative participate in a future trip?

- ☐ Yes
- ☐ No
- ☐ Not Sure

18a. Why or why not?

19. Comments about any of the destinations or activities in from your Study Tour:

20. What was the best aspect of your Study Tour experience?

21. How, if at all, could this study abroad experience been improved? Please include your suggestions on how to achieve that improvement.

The GBC is occasionally asked for testimonials of the Study Tour programs for grant-reporting purposes. If you would like to share a brief anecdote or comment about your experience, we welcome you to do so here.

If you would like a personal response from the Global Business Center to any of your answers about your satisfaction with this program, please indicate the item(s) you would like addressed.

Note that only the items you would like to be directly addressed by the GBC will be forwarded along with your email address. All other responses will be summarized in the aggregate, as described in the initial page you read before this survey.

Item(s) to address:

22. Any additional comments?

Supplement # 29: Performance Measure Forms

1. Project Goal Statement									
A: Add to the national understanding of global business issues and improve the application of global business strategies									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Each year 60 percent of participants report a greater applied understanding of Asia Pacific issues	A1. Business community programs focused on Asia Pacific e.g.: <ul style="list-style-type: none"> • China Town Hall • Taiwan Business Conference • Global Tech Talks • Tateuchi Asian Business Speaker 	% of participants reporting improved understanding	Yearly	Survey	0	60%	60%	60%	60%
B. Deliver at least 5 programs each year focused on global business issues	B1. Business community programs e.g.: <ul style="list-style-type: none"> • Export Readiness Programs • “Doing Global Business” Series • Global Business Law Institute • Arctic Renewable Energies Conference 	# programs offered per year	Yearly	Office records	4	5	5	7	7

Supplement # 29: Performance Measure Forms

1. Project Goal Statement									
B: Address national needs by improving students' global mindset and employability									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase business student participation in Study Abroad by 15% over the grant cycle	A1. Students participating in study abroad programs	# of participants	Yearly	UW registration records	180	190	200	207	207
B. Increase number of students with one or more applied language or area studies experiences by 15% over the grant cycle	B1. Business language case analysis/experiences e.g.: <ul style="list-style-type: none"> • CISB • Business Language Case Competition B2. Business Language Courses and Business Language Abroad B3. Critical Language Fellows	B1. # UW student participants	Yearly	Office records	B1. 95	T1. 95	T1. 98	T1. 100	T1. 100
		B2. # student participants			B2. 35	T2. 35	T2. 45	T2. 55	T2. 55
		B3. # fellows			B3. 0	T3. 2	T3. 4	T3. 6	T3. 8
C. 65% of students report each year that CIBER programs have improved their career readiness.	C1. Experiential/applied learning programs e.g.: <ul style="list-style-type: none"> • Global Consulting Projects • Global Careers Accelerator • MBA Global Mindset Initiative • Global Startup Series 	% of student respondents reporting improved career readiness upon completion of an applied learning program	Yearly	Survey	0	65%	65%	65%	65%

Supplement # 29: Performance Measure Forms

1. Project Goal Statement									
C: Support the creation of influential scholarship and curriculum on global business issues									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Faculty produce at least 8 global business research outputs annually	A1. Faculty and PhD Fellows and Library Research Grants	# of outputs (eg: papers published, presentations, working papers)	Yearly	Office records	3	8	8	10	10
B. At least 15 faculty increase their global experience through CIBER activities to enhance their teaching each year	B1. Faculty development programs e.g.: <ul style="list-style-type: none"> Faculty Development Across Trade Networks Northwest International Business Educators Network CIBER Western Regional Conference Regional Community College Partnerships 	# faculty participants	Yearly	Office records	12	15	17	19	21
C. Support 5 faculty in the development of new courses and/or enhanced curriculum each year	C1. Curriculum development grants e.g.: <ul style="list-style-type: none"> Study Abroad Development grants Collaborative Online International Learning Grants NW Indian College Curriculum Development Community College Master Teacher Institute 	# faculty given grants	Yearly	Office records	3	5	5	5	5

Supplement # 30: Detailed Program Review Form

Program Review

Program name (Product): _____

- A. Add to the national understanding of global business issues and improve the application of global business strategies**
- B. Address national needs by improving students' global mindset and employability**
- C. Support the creation of influential scholarship and curriculum on global business issues**

Context:

Keeping in mind our Project Goals (above) and our target audience(s):

1. Who is our target audience?
2. What need(s) is(are) we to trying to meet?
3. Are other programs/organizations meeting this need already?

Input:

Keeping in mind our resources, opportunities:

1. Does the program make the best use of our resources?
2. Is there a better program fit for our resources?

Process:

Keeping in mind our implementation of the program:

1. Are we running the program efficiently?
2. Are we running the program effectively?

Supplement # 31: External Evaluation Timeline

External Evaluation Timeline

The following activities will be conducted by external evaluators including evaluation expert Ed Phippen and a business faculty member from another higher education institution. Other evaluation activities such as IRIS/GPRA reporting and detailed program review are completed by UW CIBER staff.

Year	External Evaluation Activity
2018-2019	<p>Design two new survey instruments:</p> <ul style="list-style-type: none">• <i>Students:</i><ul style="list-style-type: none">• Survey to measure improved career readiness• Survey tool will be used throughout the grant cycle to report on Performance Measure C of Project Goal 2.• <i>Business community:</i><ul style="list-style-type: none">• Survey to measure participants applied understanding of Asia Pacific issues• Survey tool to be used throughout the grant cycle to report on Performance Measure A of Project Goal 1.• Tool will be used at the conclusion of all business community programs focused on Asia Pacific e.g. China Town Hall, Taiwan Business Conference, Global Tech Talks, and Tateuchi Asian Business Speaker <p>Review existing survey tools for faculty programs:</p> <ul style="list-style-type: none">• Review survey used to collect information from regional faculty regarding outcomes of NIBEN Grants• Determine whether we can adapt current tools for new faculty initiatives including: Asian Studies Fellows Program, NW Indian College Curriculum Development, and COIL Grants <p>Begin new survey administration</p> <p>Evaluation expert to conduct focus group focused on improving student programming</p>

Supplement # 31: External Evaluation Timeline

2019-2020	<p>Administer finalized survey instruments for student, faculty and the business community programs</p> <p>Evaluation expert to provide reports annually summarizing survey outcomes</p> <p>Evaluation expert to conduct a focus group with our CIBER and Global Business Advisory Board members. Focus group will gather information regarding a range of topics. Two topics will have a direct impact on our programming in the final two years of the grant:</p> <ul style="list-style-type: none">• Changing business trends that may impact business community programming• Hiring needs of global business firms e.g. what skills do they want/need our international business graduates to have to be successful
2020-2021	<p>Administer survey instruments for student, faculty and the business community programs</p> <p>Evaluation expert to provide reports annually summarizing survey outcomes</p> <p>Evaluation expert to conduct a focus group with Faculty Members regarding our support of research and curriculum development. Faculty participants will come from:</p> <ul style="list-style-type: none">• Foster School of Business• UW Language Departments• UW Jackson School of International Studies• Regional Community Colleges (North Seattle College and Highline College)• Northwest Indian College• NIBEN Representatives <p>Identify and invite business faculty member from another higher education institution to conduct an external evaluation in year four</p>
2021-2022	<p>Administer survey instruments for student, faculty and the business community programs</p> <p>Administer Business Language learning surveys and create Business Language Program Impact Report</p> <p>Evaluation expert to provide final reports</p> <p>External evaluation by business faculty member</p>

Supplement # 32: Evaluation Method by Program

Programs	Detailed Program Review	Performance Measure Form	Survey	Focus Group	IRIS/GPRA Reporting
<i>Mandate 1 - National Resources</i>					
National Business Institutes for Community College Faculty			♦		♦
Global Business Case Competition	♦	♦	♦	♦	♦
CIBER Business Language Conference		♦	♦		♦
NASBITE Conference & Certification					♦
National District Export Council Forum					♦
National CIBER Export and Workforce Development Initiative	♦				♦
MSI and CC Consortium	♦		♦		♦
Arctic Renewable Energies Conference	♦	♦	♦		♦
Global Tech Talks	♦	♦			♦
China Town Hall	♦	♦	♦		♦
Asian Studies Fellows Program			♦		♦
<i>Mandate 2 - Critical Foreign Language</i>					
Certificate of International Studies in Business	♦	♦	♦	♦	♦
Business Language Instructional Resources			♦		♦
Business Language Case Competition	♦	♦			♦
Language Diplomas					♦
Business Language Scholarships			♦		♦
Critical Language Fellows		♦		♦	♦
Language and Culture Essentials	♦		♦		♦
Business Language Abroad	♦	♦	♦	♦	♦
Chinese for Professional Purposes: An Advanced Course Series			♦		♦
Model EU	♦		♦		♦
<i>Mandate 3 - Research & Training</i>					
Faculty Development Across Trade Networks	♦	♦	♦	♦	♦
Faculty & PhD Fellows		♦	♦	♦	♦
Library Resource Grants		♦			♦
Departmental Seminar Support		♦			♦
Study Abroad Development Grants		♦		♦	♦
Global Innovation Exchange Team Research					♦
Collaborative Online International Learning Grants		♦	♦		♦
Managing the Global Workforce Course			♦		♦
Global Awareness Survey			♦		♦
International Business Compliance Course			♦		♦

Supplement # 32: Evaluation Method by Program

Programs	Detailed Program Review	Performance Measure Form	Survey	Focus Group	IRIS/GPRA Reporting
<i>Mandate 4 - Training for Students</i>					
Study & Internships Abroad	◆	◆	◆	◆	◆
Russell Investments International Case Competition	◆	◆	◆	◆	◆
Global Business Forum			◆		◆
Global Consulting Projects	◆	◆	◆	◆	◆
Global Business for High Schools					◆
Global Student Leaders Program				◆	◆
Global Careers Accelerator	◆	◆	◆		◆
Global Startup Series	◆	◆	◆		◆
MBA Global Mindset Initiative	◆	◆	◆	◆	◆
Undergraduate Global Business Perspective Requirement	◆		◆	◆	◆
Global Health Business Case Competition	◆		◆		◆
International Accounting Initiative	◆		◆		◆
<i>Mandate 5 - Regional Resources to Businesses</i>					
Doing Global Business Series		◆	◆	◆	◆
Business Growth Projects	◆			◆	◆
Tateuchi Asian Business Distinguished Speakers		◆	◆		◆
Executive & Technology Management MBA Study Tours			◆		◆
Export Readiness Programs	◆	◆	◆	◆	◆
Taiwan Business Conference	◆	◆	◆		◆
Cloud Computing Global Expansion Projects			◆		◆
Global Business Law Institute Partnership	◆	◆	◆		◆
<i>Mandate 6- Regional Faculty, Students & Institutions</i>					
Northwest International Business Educators Network		◆		◆	◆
Community College Master Teacher Institute		◆	◆		◆
AIB West					◆
CIBER Western Regional Conference		◆			◆
NW Indian College Curriculum Development	◆	◆			◆
Regional Community College Partnership		◆		◆	◆
Community College Business Language Partnership	◆		◆		◆
NW Regional Case Competition	◆	◆	◆		◆
Regional BISNET	◆				◆

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

2018-2022 CIBER Grant Budget

		2018-2019		2019-2020		2020-2021		2021-2022		TOTALS	
		DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Personnel											
Faculty											
Debra Glassman	Faculty Director	\$0	\$29,959	\$0	\$30,858	\$0	\$31,784	\$0	\$32,737	\$0	\$125,338
<i>25% Match, 75% Other</i>											
Total Faculty		\$0	\$29,959	\$0	\$30,858	\$0	\$31,784	\$0	\$32,737	\$0	\$125,338
Professional Staff											
Kirsten Aoyama	Director	\$61,979	\$61,979	\$63,838	\$63,838	\$65,754	\$65,754	\$67,726	\$67,726	\$259,297	\$259,297
<i>50% CIBER, 50% Match</i>											
Kathleen Allen	Associate Director	\$17,341	\$34,682	\$17,861	\$35,723	\$18,397	\$36,794	\$18,949	\$37,898	\$72,548	\$145,097
<i>25% CIBER, 50% Match, 25% Other</i>											
Josie Kraft	Assistant Director	\$15,774	\$0	\$16,248	\$0	\$16,735	\$0	\$17,237	\$0	\$65,994	\$0
<i>25% CIBER, 75% Other</i>											
Jessica Rush	Assistant Director	\$15,624	\$31,249	\$16,093	\$32,186	\$16,576	\$33,152	\$17,073	\$34,146	\$65,366	\$130,733
<i>25% CIBER, 50% Match, 25% Other</i>											
Nedda Soleymani	Program and Office Manager	\$26,952	\$13,476	\$27,761	\$13,880	\$28,594	\$14,297	\$29,451	\$14,726	\$112,758	\$56,379
<i>50% CIBER, 25% Match, 25% Other</i>											
Total Professional Staff		\$137,671	\$141,386	\$141,801	\$145,627	\$146,055	\$149,996	\$150,437	\$154,496	\$575,963	\$591,506
GRAND TOTAL SALARIES		\$137,671	\$171,345	\$141,801	\$176,485	\$146,055	\$181,780	\$150,437	\$187,233	\$575,963	\$716,844
FRINGE BENEFITS											
Benefits											
	Faculty @ 24.9%	\$0	\$7,460	\$0	\$7,684	\$0	\$7,914	\$0	\$8,152	\$0	\$31,209
	Professional Staff @ 32.5%	\$44,743	\$45,950	\$46,085	\$47,329	\$47,468	\$48,749	\$48,892	\$50,211	\$187,188	\$192,239
GRAND TOTAL PAYROLL BENEFITS		\$44,743	\$53,410	\$46,085	\$55,013	\$47,468	\$56,663	\$48,892	\$58,363	\$187,188	\$223,448
TRAVEL											
Mandate 1 - National Resources											
	Faculty	\$0	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$0	\$10,000	\$0
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Student	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$20,000
Total Mandate 1 Travel		\$0	\$5,000	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$5,000	\$10,000	\$20,000
Mandate 2 - Critical Foreign Languages											
	Faculty	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	\$16,000
	Speaker	\$4,000	\$5,500	\$4,000	\$5,250	\$4,000	\$5,500	\$4,000	\$5,250	\$16,000	\$21,500
	Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Student	\$1,000	\$5,500	\$1,000	\$5,000	\$1,000	\$5,000	\$1,000	\$5,000	\$4,000	\$20,500
Total Mandate 2 Travel		\$9,000	\$15,000	\$9,000	\$14,250	\$9,000	\$14,500	\$9,000	\$14,250	\$36,000	\$58,000
Mandate 3 - Research and Training											
	Faculty	\$17,500	\$2,000	\$13,500	\$2,000	\$16,000	\$2,000	\$13,000	\$2,000	\$60,000	\$8,000
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 3 Travel		\$17,500	\$2,000	\$13,500	\$2,000	\$16,000	\$2,000	\$13,000	\$2,000	\$60,000	\$8,000
Mandate 4 - Training for Students											
	Faculty	\$9,500	\$6,000	\$5,000	\$4,500	\$7,000	\$4,500	\$5,000	\$4,500	\$26,500	\$19,500
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff	\$7,000	\$4,000	\$5,000	\$2,500	\$7,000	\$2,500	\$5,000	\$2,500	\$24,000	\$11,500
	Student	\$0	\$8,000	\$0	\$8,000	\$0	\$6,600	\$0	\$3,000	\$0	\$25,600
Total Mandate 4 Travel		\$16,500	\$18,000	\$10,000	\$15,000	\$14,000	\$13,600	\$10,000	\$10,000	\$50,500	\$56,600
Mandate 5 - Regional Resources to Businesses											
	Faculty	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,000	\$0	\$9,500

2018-2022 CIBER Grant Budget

	2018-2019		2019-2020		2020-2021		2021-2022		TOTALS	
	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 5 - Regional Resources to Businesses (cont.)										
Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,000	\$0	\$9,500
Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 5 Travel	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$4,000	\$0	\$19,000
Mandate 6 - Regional Faculty, Students, and Institutions										
Faculty	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$12,000	\$0
Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student	\$2,000	\$750	\$2,000	\$750	\$2,000	\$750	\$2,000	\$750	\$8,000	\$3,000
Total Mandate 6 Travel	\$5,000	\$750	\$5,000	\$750	\$5,000	\$750	\$5,000	\$750	\$20,000	\$3,000
General CIBER Travel										
Faculty	\$1,000	\$829	\$1,000	\$889	\$1,000	\$904	\$1,000	\$915	\$4,000	\$3,537
Staff	\$1,000	\$800	\$1,000	\$800	\$1,000	\$800	\$1,000	\$800	\$4,000	\$3,200
Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total General CIBER Travel	\$2,000	\$1,629	\$2,000	\$1,689	\$2,000	\$1,704	\$2,000	\$1,715	\$8,000	\$6,737
GRAND TOTAL TRAVEL	\$50,000	\$47,379	\$44,500	\$43,689	\$46,000	\$42,554	\$44,000	\$37,715	\$184,500	\$171,337
SUPPLIES										
Mandate 1 - National Resources										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 1 Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Mandate 2 - Critical Foreign Languages										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 2 Supplies	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000
Mandate 3 - Research and Training										
Database	\$6,500	\$10,000	\$4,500	\$10,000	\$4,500	\$10,000	\$4,500	\$10,000	\$20,000	\$40,000
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$10,000	\$0
Total Mandate 3 Supplies	\$9,000	\$10,000	\$7,000	\$10,000	\$7,000	\$10,000	\$7,000	\$10,000	\$30,000	\$40,000
Mandate 4 - Training for Students										
Database	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Curriculum Materials	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
Supplies	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Total Mandate 4 Supplies	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$10,000	\$0
Mandate 5 - Regional Resources to Businesses										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 5 Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2018-2022 CIBER Grant Budget

	2018-2019		2019-2020		2020-2021		2021-2022		TOTALS	
	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 6 - Regional Faculty, Students, and Institutions										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 6 Supplies	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
General CIBER Supplies										
Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	\$4,000
Total General CIBER Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	\$4,000
GRAND TOTAL SUPPLIES	\$13,000	\$12,500	\$11,000	\$12,500	\$11,000	\$12,500	\$11,000	\$12,500	\$46,000	\$50,000
OTHER										
Mandate 1 - National Resources										
Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$1,500	\$500	\$1,500	\$500	\$1,500	\$500	\$1,500	\$500	\$6,000	\$2,000
Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Freight and Express/Postage	\$5,000	\$9,000	\$5,000	\$9,000	\$5,000	\$9,000	\$5,000	\$9,000	\$20,000	\$36,000
Participation, Registration and Conference fees	\$5,500	\$500	\$5,500	\$500	\$5,500	\$500	\$5,500	\$500	\$22,000	\$2,000
Printing/Publishing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Development	\$7,250	\$0	\$7,250	\$0	\$7,250	\$0	\$7,250	\$0	\$29,000	\$0
Total Mandate 1 Other	\$12,000	\$10,000	\$12,000	\$10,000	\$12,000	\$10,000	\$12,000	\$10,000	\$77,000	\$40,000
Mandate 2 - Critical Foreign Languages										
Honorarium	\$3,000	\$0	\$3,000	\$0	\$4,000	\$0	\$4,000	\$0	\$14,000	\$0
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$1,500	\$1,000	\$1,500	\$1,000	\$1,500	\$1,000	\$1,500	\$1,000	\$6,000	\$4,000
Facilities	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$2,000	\$500	\$2,000	\$500	\$2,000	\$500	\$2,000	\$500	\$8,000	\$2,000
Printing/Publishing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Development	\$5,000	\$4,000	\$5,000	\$4,000	\$6,000	\$4,000	\$6,000	\$4,000	\$22,000	\$16,000
Total Mandate 2 Other	\$12,500	\$5,500	\$12,500	\$5,500	\$14,500	\$5,500	\$14,500	\$5,500	\$54,000	\$22,000
Mandate 3 - Research & Training										
Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Printing/Publishing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Development	\$6,500	\$0	\$8,000	\$0	\$5,500	\$0	\$5,500	\$0	\$25,500	\$0
Total Mandate 3 Other	\$6,500	\$0	\$8,000	\$0	\$5,500	\$0	\$5,500	\$0	\$25,500	\$0
Mandate 4 - Training for Students										
Honorarium	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000	\$0
A/V Equipment Rental & Service	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000	\$0
Campus Parking	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500	\$0
Facilities	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	\$4,000

2018-2022 CIBER Grant Budget

		2018-2019		2019-2020		2020-2021		2021-2022		TOTALS	
		DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 4 - Training for Students (cont.)											
	Freight and Express/Postage	\$9,500	\$4,000	\$8,500	\$4,000	\$6,000	\$4,000	\$7,500	\$4,000	\$31,500	\$16,000
	Participation, Registration and Conference fees	\$1,500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$4,500	\$4,000
	Printing/Publishing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Curriculum Development	\$0	\$0	\$1,000	\$0	\$0	\$0	\$0	\$0	\$1,000	\$0
	Total Mandate 4 Other	\$15,000	\$6,000	\$14,500	\$6,000	\$11,000	\$6,000	\$12,500	\$6,000	\$54,500	\$24,000
Mandate 5 - Regional Resources to Businesses											
	Honorarium	\$0	\$8,000	\$0	\$8,000	\$0	\$2,750	\$0	\$500	\$0	\$19,250
	A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Campus Parking	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$2,000	\$2,000
	Food	\$2,000	\$9,000	\$2,000	\$9,000	\$4,500	\$9,000	\$2,000	\$8,500	\$8,500	\$35,500
	Facilities	\$2,500	\$3,000	\$2,500	\$3,000	\$5,000	\$3,000	\$2,500	\$2,500	\$12,500	\$11,500
	Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Participation, Registration and Conference fees	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$3,000	\$500	\$12,000	\$500
	Printing/Publishing	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
	Curriculum Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Mandate 5 Other	\$8,500	\$20,500	\$8,500	\$20,500	\$13,500	\$15,250	\$8,500	\$12,500	\$37,000	\$68,750
Mandate 6 - Regional Faculty, Students, and Institutions											
	Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Campus Parking	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Food	\$2,500	\$500	\$500	\$0	\$2,500	\$500	\$500	\$0	\$6,000	\$1,000
	Facilities	\$1,000	\$500	\$500	\$0	\$1,000	\$500	\$500	\$0	\$3,000	\$1,000
	Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Participation, Registration and Conference fees	\$1,000	\$0	\$6,000	\$0	\$1,000	\$0	\$6,000	\$0	\$14,000	\$0
	Printing/Publishing	\$500	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$1,000	\$0
	Curriculum Development	\$12,000	\$0	\$12,000	\$1,000	\$12,000	\$0	\$9,500	\$1,000	\$45,500	\$2,000
	Total Mandate 6 Other	\$17,000	\$1,000	\$19,000	\$1,000	\$17,000	\$1,000	\$16,500	\$1,000	\$69,500	\$4,000
General CIBER & Evaluation											
	Evaluation Projects	\$8,970	\$0	\$10,870	\$0	\$5,170	\$0	\$0	\$0	\$25,010	\$0
	External Evaluator	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	\$0	\$5,000	\$0
	Telephone/Fax	\$250	\$0	\$300	\$0	\$350	\$0	\$322	\$0	\$1,222	\$0
	Printing/Publishing	\$250	\$0	\$300	\$0	\$350	\$0	\$330	\$0	\$1,230	\$0
	Postage/Copying	\$250	\$0	\$331	\$0	\$355	\$0	\$330	\$0	\$1,266	\$0
	Annual Dues and Memberships	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
	Total General CIBER Other	\$10,720	\$0	\$12,801	\$0	\$7,225	\$0	\$6,982	\$0	\$37,728	\$0
GRAND TOTAL OTHER		\$82,220	\$43,000	\$87,301	\$43,000	\$80,725	\$37,750	\$76,482	\$35,000	\$326,728	\$158,750
TOTAL DIRECT COSTS		\$327,634	\$327,634	\$330,687	\$330,687	\$331,248	\$331,247	\$330,810	\$330,811	\$1,320,379	\$1,320,379
INDIRECT COSTS @ 8%		\$26,211	\$26,211	\$26,455	\$26,455	\$26,500	\$26,500	\$26,465	\$26,465	\$105,630	\$105,630
GRAND TOTAL COSTS		\$353,845	\$353,845	\$357,142	\$357,142	\$357,748	\$357,747	\$357,275	\$357,276	\$1,426,010	\$1,426,009

Notes: Per University of WA requirements showing only equal match.

Supplement # 26: Budget Narrative Notes

Notes:

(A) All dollar amounts expressed as 4-year totals

(B) Matching funds reported cannot exceed grant funds requested per university requirements

(C) 'Other Sources' in personnel section refers to non-federal/matching funds

1. Personnel - 3% annual increases budgeted in years 2-4

a. Faculty:

1. Debra Glassman, Faculty Director, UW CIBER

a. **Match:** \$125,338 total, representing 25% time

b. **Other Sources:** 75% time

b. Professional Staff: *Foster School funds will cover 3.25 full time employees (FTE) while the grant supports 1.75 FTE.*

1. Kirsten Aoyama, Director, UW CIBER

a. **Grant:** \$259,297 total, representing 50% time

b. **Match:** \$259,297 total, representing 50% time

2. Kathleen Allen, Associate Director, UW CIBER

a. **Grant:** \$72,548 total, representing 25% time

b. **Match:** \$145,097 total, representing 50% time

c. **Other Sources:** 25% time

3. Josie Kraft, Assistant Director, UW CIBER;

a. **Grant:** \$65,994 total, representing 25% time

b. **Other Sources:** 75% time

4. Jessica Rush, Assistant Director, UW CIBER;

a. **Grant:** \$65,366 total, representing 25% time

b. **Match:** \$130,733 total, representing 50% time

c. **Other Sources:** 25% time

5. Nedda Soleymani, Program and Office Manager, UW CIBER

a. **Grant:** \$112,758 total, representing 50% time

b. **Match:** \$56,379 total, representing 25% time

c. **Other Sources:** 25% time

2. Fringe Benefits

a. Payroll load rates are determined by the UW and vary depending upon payroll classifications (for example, classified, professional, hourly, graduate students). Fringe benefits include: Worker's Compensation, Unemployment Compensation, Health Plans, Retirement Plans, Social Security, and Medicare.

b. Payroll load rates are calculated each year by the UW Financial Accounting office. They use estimated costs to calculate the rates for charging fringe benefits to budgets during the next fiscal year. These calculations are then sent to DHHS--Department of Health and Human Services--Division of Cost Allocation--for approval.

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- c. At the end of the year the University compares the estimated costs, charged to the budgets, to the actual costs of the benefits, paid by the University, and adjusts the next year's rate accordingly.
 - d. For more information see: www.washington.edu/admin/finacct/loadrate.html
- 3. **Travel** – UW CIBER typically covers airfare, accommodations, and per diem for travelers unless otherwise specified
 - a. **Grant** – *travel budgeted on the grant by program*
 - i. **MSI and Community College Consortium** - \$5,000 for faculty to attend faculty development programs across the nation in years 1 and 3; Total \$10,000
 - ii. **Business Language Case Competition** - \$4000 for (6) students to participate in the competition in years 1-4; Total \$16,000
 - iii. **Business Language Scholarships** – \$1,000 for students who go on a study abroad program that requires them to study in another language in years 1-4; Total \$4,000
 - iv. **Faculty Development Across Trade Networks** - \$8,000 in faculty travel in years 1 and 3 for UW CIBER led faculty development trips, and \$5,000 in years 2 and 4 for faculty to participate in faculty development programs led by other institutions; Total \$26,000
 - v. **Faculty and PhD Fellows** - \$2,500 for faculty to travel and present research at international conferences; Total \$10,000
 - vi. **Departmental Seminar Support** – \$2,500 in years 1-2 and \$2,000 years 3-4 to bring visiting speakers to the university to give seminars on globally focused research; Total \$9,000
 - vii. **Study Abroad Development Grants** - \$2,500 year 1 and \$1,500 in years 2-4 for faculty to develop new study abroad programs; Total \$7,000
 - viii. **Global Innovation Exchange Team Research** - \$2,000 in faculty travel for years 1-4 to meet with GIX partners outside the US; Total \$8,000
 - ix. **Study and Internships Abroad** - \$5,000 in faculty travel and \$5,000 in staff travel in years 1-4 to lead study abroad programming; Total \$40,000
 - x. **Global Careers Accelerator** - \$2,000 in faculty and staff travel in years 1 and 3 to lead new overseas seminars; Total \$8,000
 - xi. **International Accounting Initiative** - \$2,500 in faculty travel in year 1 to launch program; Total \$2,500
 - xii. **NIBEN** – \$3,000 in travel grants years 1-4 for international faculty from regional institutions to travel to research and teaching conferences; Total \$12,000

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- xiii. **NW Regional Case Competition** - \$2,000 for student travel in years 1-4 for regional community college team participation in NW regional case competition; Total \$8,000
 - xiv. **General CIBER Travel** – \$2,000 in years 1-4 for CIBER faculty and staff to attend CIBER meetings; Total \$8,000
 - b. **Match – travel budgeted as match by program**
 - i. **Global Business Case Competition** - \$5,000 for student accommodations in years 1-4; Total \$20,000
 - ii. **Business Language Case Competition** – \$1,500 for (1) faculty/staff team advisor in years 1 and 3, \$1,250 for faculty/staff advisor travel in years 2 and 4; \$4,000 for (6) students to attend the business language competition; Total \$21,500
 - iii. **Business Language Scholarships** – \$5,500 in year 1 and \$5,000 in years 2-4 for student travel on study abroad programs in a foreign language; Total \$20,500
 - iv. **Study Abroad Development Grants** – \$2,000 in years 1-4 for faculty to develop new study abroad programs; Total \$8,000
 - v. **Study and Internships Abroad** – \$4,000 in year 1 and \$2,500 in years 2-4 for faculty travel and staff travel to lead study abroad programs; Total \$23,000
 - vi. **Global Consulting Projects** – Years 1-2 \$2000 for faculty travel and \$8000 in student travel, in year 3 \$2,000 for faculty travel and \$6,600 in student travel, in year 4 \$2,000 for faculty travel and \$3,000 for student travel to conduct research for consulting clients; Total \$33,600
 - vii. **Executive and Technology Management MBA Study Tours** - \$2,500 for faculty/staff travel in years 1-3, and \$2,000 in year 4 for faculty and staff travel to lead study tours; Total \$19,000
 - viii. **NW Regional Case Competition** - \$750 for years 1-4 to support travel for students from regional higher education institutions to the University of Washington to participate in the competition; Total \$3,000
 - ix. **General CIBER Travel** – \$1,629 in year 1, \$1,689 in year 2, \$1,704 in year 3, and \$1,715 in year 4 for CIBER faculty and staff to attend meetings and conferences; Total \$6,737
 - c. **Note** –UW CIBER uses the university’s established mileage and per diem rates; for more information see: www.washington.edu/admin/finserv/travel/index.html
- 4. Equipment** – No budget items
- 5. Supplies** – General supplies (including paper, pens, folders, binders, flash drives, etc.), Database, and Curriculum Materials (including cases, etc.)

Supplement # 26: Budget Narrative Notes

a. Grant – *supplies budgeted on the grant by program*

- i. Faculty and PhD Fellows** - \$2,500 for to support global business research in years 1-4; Total \$10,000
- ii. Library Resource Grants** – \$4,000 in year 1 and \$2,000 in years 2-4 for database subscriptions and open access publishing fees to support global business research; Total \$10,000
- iii. Global Innovation Exchange Team Research** - \$2,000 for general supplies in years 1-4; Total \$8,000
- iv. Global Awareness Survey** - \$500 for general supplies in years 1-4; Total \$2,000
- v. Global Business Forum** - \$500 for curriculum materials in years 1-4; Total \$2,000
- vi. Global Careers Accelerator** - \$1,000 for My World Abroad database subscriptions in years 1-4; Total: \$4,000
- vii. Global Health Business Case Competition** - \$1,000 for general supplies in years 1-4; Total \$4,000
- viii. Global Case Competition Club** - \$1,000 for curriculum materials in years 1-4; Total: \$4,000
- ix. NW Regional Case Competition** - \$500 for curriculum materials in years 1-4; Total: \$2,000
- x. General CIBER Supplies** - \$1,000 in years 1-4 for general supplies; Total \$4,000

b. Match – *supplies budgeted as match by program*

- i. Certificate of International Studies in Business** - \$1,500 in curriculum materials for years 1-4; Total: \$6,000
- ii. Library Resource Grants** - \$10,000 in years 1-4 for database access; Total \$40,000
- iii. General CIBER Supplies** - \$1,000 for general supplies in years 1-4; Total \$4,000

6. Contractual – No budget items

7. Construction – No budget items

8. Other – *notes relating to other costs as detailed in the budget narrative*

a. Evaluation Projects –

- i. Projects to be conducted by evaluation expert, Edward Phippen, MPA; Total \$25,010**
 1. \$8,970 budgeted in year 1 for pre and post evaluation surveys and student and faculty focus groups

Supplement # 26: Budget Narrative Notes

2. \$10,870 budgeted in year 2 for pre and post surveys and focus groups with Advisory Boards
 3. \$5,170 budgeted in year 3 for pre and post surveys and focus groups with current students and Alumni
- ii. See Supplement # 31 for detailed External Evaluation Timeline
- iii. \$5,000 budgeted in year 4 for external evaluation by business faculty member from a peer institution
- b. Research & Curriculum Development Grants – *budgeted on the grant by program***
 - i. **Asia Studies Fellows Program** - \$2,000 for curriculum development in years 1-4; Total \$8,000
 - ii. **Business Language Instructional Resources** - \$5,000 for curriculum development grants in years 1-4; Total \$20,000
 - iii. **Business Language Abroad** - \$1,000 for program development grants in years 3-4; Total \$2,000
 - iv. **Study Abroad Development Grants** - \$2,500 in year 1 and \$1,500 in years 3-4; Total: \$7,000
 - v. **Collaborative Online International Learning Grants** - \$4,000 for collaborative online course development in years 1-4; Total: \$16,000
 - vi. **Managing a Global Workforce Course** - \$2,500 for development of virtual team modules in year 2; Total: \$2,500
 - vii. **International Business Compliance Course** - \$500 in year 1 for curriculum development; Total: \$500
 - viii. **Undergraduate Global Business Perspective Requirement** - \$1,000 for curriculum development and dissemination in years 1-4; Total: \$4,000
 - ix. **International Accounting Initiative** - \$2,500 in year 1 for program development; Total: \$2,500
 - x. **NIBEN** – \$5,000 for curriculum development grants for regional faculty in years 1-4; Total \$20,000
 - xi. **NW Indian College Curriculum Development** - \$2,500 in years 1-3 for curriculum development and dissemination; Total: \$7,500
 - xii. **Regional Community College Partnerships** - \$2,500 for curriculum development grants for years 1-4; Total: \$10,000
 - xiii. **Community College Business Language Partnership** - \$2,000 for course development grants in years 1-4; Total: \$8,000
- 9. Indirect Costs** – 8% is used per the CIBE Grant Application Instructions which is less than the University of Washington’s federally negotiated rate of 55.5%.